

Rubric

	Argument	Development	Organization	Language Use
6 <i>Responses at this score point demonstrate effective skill in writing a persuasive argumentative essay.</i>	The response critically engages with the task, and presents a skillful argument driven by insightful reasons. The response critically addresses implications, complications, and/or counterarguments. There is skillful movement between specific and generalized ideas.	Ideas are effectively explained and supported, with skillful use of reasoning and/or detailed examples. The writer's claims and specific support are well integrated.	The response exhibits a skillful organizational strategy. A logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.	The response demonstrates the ability to effectively convey meaning with clarity. Word choice is precise. Sentence structures are varied and clear. Voice and tone are appropriate for the persuasive purpose and are maintained throughout the response. While a few errors in grammar, usage, and mechanics may be present, they do not impede understanding.
5 <i>Responses at this score point demonstrate capable skill in writing a persuasive argumentative essay.</i>	The response engages with the task, and presents a thoughtful argument driven by apt reasons. The response addresses implications, complications, and/or counterarguments. There is purposeful movement between specific and generalized ideas.	Ideas are capably explained and supported, with purposeful use of reasoning and/or detailed examples. The writer's claims and specific support are sometimes integrated.	The response exhibits a purposeful organizational strategy. A logical sequencing of ideas contributes to the effectiveness of the writer's argument. Transitions between and within paragraphs clarify the relationships among ideas.	The response demonstrates the ability to capably convey meaning. Word choice is usually precise. Sentence structures are clear and often varied. Voice and tone are appropriate for the persuasive purpose and are maintained throughout most of the response. While errors in grammar, usage, and mechanics may be present, they do not impede understanding.
4 <i>Responses at this score point demonstrate adequate skill in writing a persuasive argumentative essay.</i>	The response is appropriate to the task, and presents a clear argument, with satisfactory reasons for the position. The response demonstrates recognition of implications, complications, and/or counterarguments. There is some movement between specific and generalized ideas.	Ideas are adequately explained and supported, with satisfactory use of reasoning and/or detailed examples. The writer's claims and specific support may be integrated.	The response exhibits a clear but simple organizational structure. Ideas are logically grouped. Transitions between and within paragraphs clarify the relationships among ideas.	The response demonstrates the ability to clearly convey meaning. Word choice is sometimes precise. Sentence structures are occasionally varied and usually clear. Voice and tone are appropriate for the persuasive purpose, but may be inconsistently maintained. While errors in

				grammar, usage, and mechanics are present, they rarely impede understanding.
<p>3</p> <p><i>Responses at this score point demonstrate some developing skill in writing a persuasive argumentative essay.</i></p>	<p>The response is somewhat appropriate to the task, and presents a somewhat clear argument with a vague or oversimplified position. Reasons for the position are somewhat appropriate and/or somewhat relevant. Implications, complications, and counterarguments are oversimplified or not clearly relevant to the purpose. Specific and generalized ideas may be only somewhat connected.</p>	<p>Explanation and support of ideas are limited, but include some use of reasoning and/or examples.</p>	<p>The response exhibits some evidence of organizational structure. Some ideas are logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</p>	<p>The response demonstrates some developing ability to convey meaning. Word choice is general and occasionally imprecise. Sentence structures show little variety and are sometimes unclear. Voice and tone are somewhat appropriate for the persuasive purpose but are inconsistently maintained. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>
<p>2</p> <p><i>Responses at this score point demonstrate weak or inconsistent skill in writing a persuasive argumentative essay.</i></p>	<p>The response demonstrates a rudimentary understanding of the task. The position may be unclear. Reasons for the position are unclear, incomplete, or not clearly relevant. If present, implications, complications, or counterarguments are weak. Any connections between specific and generalized ideas are unclear, incomplete, or irrelevant.</p>	<p>Explanation and support of ideas are unclear or incomplete, with little use of reasoning and/or examples.</p>	<p>The response exhibits only a little evidence of organizational structure. Few ideas are logically grouped. Transitions between and within paragraphs are often missing, poorly formed, or misleading.</p>	<p>The response demonstrates a weak ability to convey meaning. Word choice is rudimentary and frequently imprecise. Sentence structures are often unclear. Voice and tone may not be appropriate for the persuasive purpose. Distracting errors in grammar, usage, and mechanics are present, and they impede understanding.</p>
<p>1</p> <p><i>Responses at this score point demonstrate little or no skill in writing a persuasive argumentative essay.</i></p>	<p>The response demonstrates little or no understanding of the task. If a position is taken, there are virtually no reasons for the position.</p>	<p>Ideas lack explanation and support, with virtually no use of reasoning or examples.</p>	<p>The response exhibits no evidence of organizational structure. Ideas are not logically grouped. Transitional devices may be present, but they fail to relate ideas.</p>	<p>The response demonstrates little or no ability to convey meaning. Word choice is imprecise and difficult to comprehend. Voice and tone are not appropriate for the persuasive purpose. Sentence structures are mostly unclear. Errors in grammar, usage, and mechanics are pervasive and</p>

				significantly impede understanding.	
0 Unscorable	The response is blank, voided, off-topic, illegible, or not written in English.				