

ARGUMENTATIVE ESSAY - TOPIC # \_\_\_\_\_

Score: \_\_\_\_\_/275 points  
Score Translation: /5

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Period: \_\_\_\_\_

**PLAN IT!**

**Thesis Statement:**

Reason 1:

Reason 2:

Reason 3:

TE #1:

TE #3:

TE #5:

TE #2:

TE #4:

TE #6:

INTRODUCTION:

**HOOK:**

0 1 2 3 4 5

**TAG - Title, Author, Genre:**

0 1 2 3 4 5

**CONTEXT - Background info:**

0 1 2 3 4 5

**THESIS STATEMENT:**

*Answers the ? w/3 reasons.*

0 1 2 3 4 5

**ARGUMENTATIVE Reasoning:**

0 1 2 3 4 5

**Spelling + Grammar:**

0 1 2 3 4 5

**CLEAR/LOGICAL Flow:**

0 1 2 3 4 5

**WORD CHOICE:**

0 1 2 3 4 5

**TOTAL:** \_\_\_\_/40 points

Large empty box for writing the essay body, containing horizontal lines.





7<sup>th</sup>/8<sup>th</sup> Grade SAUSD Writing Rubric

Argumentative (CCSS Writing #1)

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
<b>Focus/Claim</b> CCSS -W: • 1a • 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim(s) in a sophisticated thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Ineffectively addresses all aspects of the prompt</li> <li>Introduces claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim and/or lacks a thesis statement</li> </ul>
<b>Organization/Structure</b> CCSS -W: • 1a • 1c • 1e • 4	<ul style="list-style-type: none"> <li>Skillfully introduces reader to topic(s) in introduction</li> <li>Thoroughly develops claim(s) with relevant body paragraphs</li> <li>Provides a meaningful and reflective concluding statement which draws from and supports claim(s)</li> <li>Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Introduces reader to topic(s) in introduction</li> <li>Develops claim(s) with relevant body paragraphs</li> <li>Provides a concluding statement that follows from and supports claim(s)</li> <li>Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially introduces reader to topic(s) in introduction</li> <li>Does not thoroughly develop claim(s) with body paragraphs</li> <li>Provides a concluding statement which repetitively or partially supports claim(s)</li> <li>Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately introduces reader to topic(s) in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate concluding statement</li> <li>Uses limited and/or inappropriate transition/linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to introduce reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits concluding statement</li> <li>Uses few to no transition/linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Evidence/Support</b> CCSS -W: • 1b • 9	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Effectively integrates and cites credible sources and/or text evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates or cites adequate sources and/or text evidence</li> <li>Minimally refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides inadequate and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or text evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or text evidence</li> <li>Fails to acknowledge alternate or opposing claim(s)</li> </ul>
<b>Analysis</b> CCSS-W: • 1b • 9	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic or text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic or text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows superficial understanding of topic or text</li> <li>Uses some valid and accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited and/or flawed understanding of topic or text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no and/or inaccurate understanding of topic or text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> </ul>
<b>Language</b> CCSS -L: • 1 • 2 • 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

Ms. Park's SCORE TRANSLATION:

Raw Score 250-275 points  
Essay Score 5  
Grade A

Raw Score 220-249 points  
Essay Score 4  
Grade B

Raw Score 195-219 points  
Essay Score 3  
Grade C

Raw Score 165-194 points  
Essay Score 2  
Grade D

Raw Score 135-164 points  
Essay Score 1  
Grade - High F

Raw Score 0-134 points  
Essay Score 0  
Grade - Low F