

Texas SST Argumentative Writing Rubric — Grades 6-English I

For grades 6-English I, students may receive an ECR prompt asking them to respond by writing a letter (correspondence) to a specific audience.

Score Point	Organization and Development of Ideas
2	Claim/Argument/Opinion is clear and fully developed The claim/argument/opinion is clearly identifiable. The focus is consistent throughout, creating an essay that is unified and easy to follow. For grade 8 and English I, a counterargument is identified and addressed. Organization is effective and coherent A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the claim/argument/opinion. The sentences, paragraphs, and ideas are logically connected in purposeful and highly effective ways. Use of transitions contributes to the flow of the essay. Evidence is specific and well chosen The essay includes relevant text-based evidence that is clearly explained and consistently supports and develops the claim/argument/opinion. The essay reflects a thorough understanding of the writing purpose. Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the essay. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality and clarity of the essay.
1	Claim/Argument/Opinion is evident but partially developed A claim/argument/opinion is present but is either partially developed or not developed appropriately in response to the writing task. The focus may not always be consistent and may not always be easy to follow. For grade 8 and English I, a counterargument may be identified but insufficiently addressed. Organization is limited and/or may lack coherency An introduction or conclusion may be present. An organizational structure may be present but may not be consistent and/or may not always support the logical development of the claim/argument/opinion. The connections between sentences, paragraphs, and ideas may be weak or inconsistent. Evidence is limited and/or may be vague The response may include text-based evidence to support the claim/argument/opinion, but it may be insufficiently explained, repetitious, and/or vaguely related to the claim/argument/opinion. The essay reflects a limited or partial understanding of the writing purpose. Expression of ideas is limited and/or may be ineffective The writer's word choice may be general and imprecise. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning. The word choice may not contribute to the quality and clarity of the essay.

0	• A claim/argument/opinion may be evident, but the response lacks additional development. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Text-based evidence is not provided or is irrelevant. The essay reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent.
Score Point	Conventions
1	Student writing, in general, demonstrates correct use of grade-level-appropriate conventions, including: • sentence construction; • punctuation; • capitalization; • grammar; and • spelling. The errors in the essay do not significantly disrupt the clarity of the writing or interfere with its meaning.
0	Student writing demonstrates little to no command of grade-level-appropriate conventions, including incorrect use of: • sentence construction; • punctuation; • capitalization; • grammar; and • spelling. The errors in the essay may disrupt the clarity of the writing or interfere with its meaning.

Note: Evidence may consist of text directly quoted or paraphrased from the assessed selection.