


Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 7-8
Argumentative

Smarter Balanced Writing Rubric, Grades 6-11
Argumentative

 **Advanced**

4


 **Claim and Focus**

The essay **introduces a clear, arguable, and specific claim**, based on the topic or text(s). The essay **maintains strong focus** on the **purpose and task**, using the whole essay to support and develop the claim while **thoroughly addressing** the **demands** of the **prompt**.

Organization/Purpose

The response is **fully sustained** and **consistently and purposefully focused**:

- **claim is introduced, clearly communicated**, and the **focus is strongly maintained for the purpose and audience**


 **Organization**

The essay incorporates an **organizational structure** with **clear transitional words and phrases** that **clarify the relationships between and among ideas** in a way that strengthens the argument. The essay includes a **logical progression of ideas** from **beginning to end**, including **an effective introduction** and **concluding statement or section**.

The response has a **clear and effective organization structure**, creating a sense of unity and completeness.

- consistent use of a **variety of transitional strategies** to **clarify the relationships between and among ideas**
- **effective introduction and conclusion**
- **logical progression of ideas** from **beginning to end**; strong connections between and among ideas with some syntactic variety
- **alternate and opposing argument(s) are clearly acknowledged or addressed***

*Acknowledging and/or addressing the opposing point of view begins at Grade 7.

 **Support and Evidence**

The essay cites the **most relevant, appropriate, and valid evidence to support its claim** and fully **explains how the evidence cited and reasons support the claim**. The essay demonstrates **reasoning and full understanding of the topic or text(s)**. **Counterclaims are acknowledged** and/or **distinguished** from essay's central claim.

Evidence/Elaboration

The **response provides thorough and convincing** elaboration of the **support/evidence for the claim and argument(s)** including reasoned, in-depth analysis and the **effective use of source material**.

- comprehensive evidence (facts and details) from source material is integrated, **relevant, and specific**

 **Language and Style**

The essay demonstrates a **definitive perspective and voice**, as well as a clear command of conventions. The essay **incorporates language** that attends to the reader's interests and **effectively maintains a formal style**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

The response clearly and effectively develops ideas, **using precise language**:





- **vocabulary is clearly appropriate** for the audience and purpose
- effective use of a variety of **elaborative techniques****
- **effective, appropriate style** enhances content

**Elaborative techniques may include the use of personal experiences that support the controlling idea.

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 Proficient		3
 Claim and Focus	Organization/Purpose	
<p>The essay introduces a clear claim, based on the topic or text(s). The essay mostly maintains a focus on the purpose and task, but may not develop the claim evenly throughout the essay while addressing the demands of the prompt.</p>	<p>The response is generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose and audience <p>The response has an evident organization structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence.</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate progression of ideas from beginning to end; adequate connections between and among ideas adequate introduction and conclusion alternate and opposing argument(s) are clearly acknowledged or addressed* <p><small>*Acknowledging and/or addressing the opposing point of view begins at Grade 7.</small></p>	
 Organization	Evidence/Elaboration	
<p>The essay incorporates an organizational strategy with clear transitional words and phrases that show the relationship between and among ideas. The essay includes a progression of ideas from beginning to end, including an introduction and concluding statement or section.</p>	<p>The response provides adequate support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material.</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general <p>The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate use of citations or attribution to source material adequate use of some elaborative techniques** vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident <p><small>**Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>	
 Support and Evidence	Language and Style	
<p>The essay uses clear, relevant evidence and explains how the evidence support the claim. The essay demonstrates logical reasoning and understanding of the topic or text(s). Counterclaims are acknowledged but may not be adequately explained and/or distinguished from the essay's central claim.</p>	<p>The essay demonstrates a perspective and voice, as well as a general command of conventions. The essay incorporates language that shows an awareness of the reader's interests and generally maintains a formal style with a few possible exceptions. The essay employs interesting word choice and some variety in sentence structure.</p>	

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 Developing 2	
 Claim and Focus	Organization/Purpose
<p>The essay introduces a claim, based on the topic or text(s), but it may be some-what unclear or not maintained throughout the essay. The essay may not fully address the demands of the prompt or stay focused on the purpose and task. The writing may stray significantly off topic at times and introduce the writer's bias occasionally, making it difficult to follow the central claim at times.</p>	<p>Some flaws are evident, and some ideas may be loosely connected. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety <p>The response has an inconsistent organizational structure. The organization is somewhat sustained between and within paragraphs.</p> <ul style="list-style-type: none"> introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end and/or is formulaic; inconsistent or unclear connections between and among ideas alternate and opposing argument(s) may be confusing or not acknowledged* <p><small>*Acknowledging and/or addressing the opposing point of view begins at Grade 7.</small></p>
 Organization	Evidence/Elaboration
<p>The essay uses a basic organization structure but relationships between and among ideas are not consistently clear. The essay moves from beginning to end; however, an introduction and/or conclusion may not be clearly evident.</p>	<p>The response provides uneven, cursory support/evidence for the claim and argument(s) that includes partial or uneven use of sources material.</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague and/or copied weak use of citations or attribution to source material <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> weak or uneven use of elaborative techniques**; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style <p><small>**Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>
 Support and Evidence	Language and Style
<p>The essay uses some evidence but may not precisely explain how it supports the claim. The essay includes some reasoning and demonstrates a superficial understanding of the topic or text(s). The support of the claim may rely on summary of the source and may not acknowledge counterclaims.</p>	<p>The essay demonstrates an uneven and/or inconsistent perspective and/or voice; it may also contain errors in conventions. The essay incorporates language that may not show an awareness of the reader's interests and does not maintain a formal style consistently. Some attempts at strong word choices are made, and sentence structure may not vary often.</p>

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 Emerging 1	
 Claim and Focus	Organization/Purpose
<p>The essay does not clearly make a claim, or the claim is overly simplistic or vague. The essay does not maintain focus on purpose and task nor remain objective.</p>	<p>The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience <p>The response has little or no discernible organizational structure.</p> <ul style="list-style-type: none"> few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression alternate and opposing argument(s) may not be acknowledged* <p><small>*Acknowledging and/or addressing the opposing point of view begins at Grade 7.</small></p>
 Organization	Evidence/Elaboration
<p>The essay does not have an organizational structure and may simply offer a series of ideas without any clear transitions or connections. An introduction and conclusion are not evident.</p>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques** emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style <p><small>**Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>
 Support and Evidence	Evidence/Elaboration
<p>The essay does not use clear or relevant evidence or reasoning to support the claim or to demonstrate an understanding of the topic or text(s) or uses very little evidence from the source. Counterclaims are not acknowledged or addressed.</p>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques** emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style <p><small>**Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>
 Language and Style	Evidence/Elaboration
<p>The essay does not demonstrate a clear voice and/or perspective and may contain pervasive errors in conventions. The essay employs language that is inappropriate for the reader's interests and is not formal in style. Word choice is uninteresting or poor, and sentence structures are simplistic and unvaried.</p>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques** emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style <p><small>**Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>