

Production of Writing: NM-MSSA Argumentative Writing Rubric (Grades 6–8)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Makes a claim that fully addresses the topic. Develops the argument with consistently logical reasons and consistently relevant evidence. Uses consistently accurate and credible sources and demonstrates substantial understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that generally addresses the topic. Develops the argument with generally logical reasons and generally relevant evidence. Uses generally accurate and credible sources and demonstrates general understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that partially addresses the topic. Develops the argument with only some logical reasons and partially relevant evidence. Uses partially accurate and/or credible sources and demonstrates limited understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that minimally addresses the topic or does not explicitly make a claim. Attempts to develop the argument but includes few, if any, logical reasons and/or relevant evidence. Uses few accurate and/or credible sources and demonstrates little/no understanding of the topic.
Organization/ Focus	<ul style="list-style-type: none"> Provides a clear and engaging introduction of the claim(s) and a concluding statement or section that logically follows from and supports the argument presented. Consistently organizes reasons and evidence logically. Substantially acknowledges alternate or opposing claims.* Consistently demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Provides a generally clear introduction of the claim(s) and a concluding statement or section that adequately follows from and supports the argument presented. Generally organizes reasons and evidence logically. Generally acknowledges alternate or opposing claims.* Generally demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Provides a partially clear introduction of the claim(s) and a concluding statement or section that partially follows from and supports the argument presented. Sometimes organizes reasons and evidence logically. Sometimes acknowledges alternate or opposing claims.* Sometimes demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> May be missing an introduction of the claim(s) and/or a concluding statement or section that follows from or supports the argument presented. May attempt to organize reasons and evidence logically. May not acknowledge alternate or opposing claims.* Rarely demonstrates/does not demonstrate effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
Language	<ul style="list-style-type: none"> Includes language choices that establish and consistently maintain a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Includes language choices that generally contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Includes language choices that sometimes contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Rarely includes/does not include language choices that contribute to a style and tone appropriate to the task and/or includes language that is inappropriate to the task.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

*Only assessed at grades 7 & 8