**McKinley Technology High School TAS EBRW Rubric- 40 points**

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| **Description** | **4: Advanced** | **3: Proficient** | **2: Basic** | **1: Below Basic** |
| **Claim/Thesis**  The response introduces a clear, arguable claim that can be supported by reasons and evidence.  **\_\_\_\_/ 5 points** | * The response introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. * The text has an effective structure and organization that is aligned with the claim.   (**5 pts)** | * The response introduces a claim that is arguable and takes a position. * The response has a structure and organization that is aligned with the claim.   **( 4 pts)** | * The response contains an unclear or emerging claim that suggests a vague position. * The response attempts a structure and organization to support the position.   **(3 pts)** | * The response contains an unidentifiable claim or vague position. * The response has limited structure and organization.     **(2 pts)** |
| **Development**  The response provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of the claim. The response provides a conclusion that supports the argument.  **\_\_\_\_\_ / 15 points** | * The response provides sufficient and relevant data and evidence to back up the claim. **(7-6 pts)** * Response accurately and insightfully explains and analyzes how presented evidence supports the claim **(5-4 pts)** * The conclusion effectively reinforces the claim and evidence. **( 3-2 pts)** | * The response provides data and evidence to back up the claim. **(6-5 pts)** * Response accurately explains and analyzes how the presented evidence supports the claim. **(4-3 pts)** * The conclusion ties to the claim and evidence. **(2-1 pts)** | * The response provides data and evidence that attempt to back up the claim. **(5-4 pts)** * Response minimally explains and analyzes how the presented evidence supports the claim. **(3-2 pts)** * The conclusion merely restates the position. **(1 pt)** | * The response contains limited data and evidence related to the claim. **(4-3 pts)** * Response does not effectively explain or analyze the provided evidence. **(2-1 pts)** * The response may fail to conclude the argument or position. **(0 pts)** |
| **Content \_\_\_\_/ 10 pts**  The response clearly and effectively expresses ideas and concepts using academic and domain-specific vocabulary. | * Response consistently and effectively uses academic, domain-specific vocabulary.   **(7-6 pts)**   * Response contains no factual errors **(3 pts)** | * Response frequently uses academic, domain-specific vocabulary. **(6-5 pts)** * Response contains minimal factual errors. **(2 pts)** | * Response uses some academic, domain-specific vocabulary. **( 5-4 pts)** * Response contains some factual errors. **(1 pts)** | * Response does not use academic, domain-specific vocabulary. **(4-3 pts)** * Response contains significant factual errors. **(0 pts)** |
| **Cohesion \_\_\_\_/ 5 points**  The response uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, and between reasons and evidence. | * The response skillfully uses words, phrases, and clauses as well as varied syntax to link its major sections.   **(5 pts)** | * The response uses words, phrases, and clauses as well as varied syntax to link its major sections.   **(4 pts)** | * The response contains limited words, phrases, and clauses to link its major sections.   **(3 pts)** | * The response contains few, if any, words, phrases, and clauses to link its major sections.   **( 2 pts)** |
| **Conventions**  The response demonstrates standard English conventions of usage and mechanics.  \_\_\_\_\_ **/5 points** | * The response demonstrates a strong command of conventions with few, if any, errors in usage and sentence formation. **(5 pts)** * There is effective and consistent use of punctuation, capitalization, and spelling. **(5pts)**   **(5 pts)** | * The response demonstrates an adequate command of conventions with some errors in usage and sentence formation; however, there is not a systematic pattern of errors displayed. * There is adequate use of punctuation, capitalization, and spelling.   **( 4pts)** | * The response demonstrates a partial command of conventions with frequent errors in usage that may obscure meaning. * There is inconsistent use of punctuation, capitalization, and spelling.   **(3 pts)** | * The response demonstrates a lack of command of conventions. * Errors are frequent and severe, and meaning is often obscure.   **( 2pts)** |

**Total: \_\_\_\_\_/ 40 points**

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| **Grammar Editing List** |
| * Reread each sentence to ensure that there are no fragments. *Common examples: “For example, human-environment interactions.” or “Also, trade because it helped the group.”* **Write “no fragments” at the end of your paper once you have completed this.** * Have you used the proper “there/their/they’re?”   *There* = a place in time or a point in time, as in: “*There* are many places where *there* are beaches.”  *Their* = possession, as in: “*There* are many times when they need *their* books.”  *They’re*  = they are, as in “*They’re* happy that brought *their* books with them.”  **Circle all usages of “there/their/they’re” to ensure that you have used the proper there/their/they’re.**   * Have you used any personal pronouns, such as “I,” “me,” “we,” “you,” or “us?” **Cross out all usages of all personal pronouns and rephrase. Replace instances of “you” with “people,” wherever possible.** * Have you verified all subject/verb alignment? Keep in mind: They *are* (NOT “They is”) & They *were* (NOT “They was”) **Write “subject/verbs are aligned” at the end of your paper once you have verified all sentences.** |