

**Ohio's State Tests**  
**Holistic Argumentation Writing Rubric Grades 6-HS**

Score	Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
<b>4</b>	<p>The response is exemplary and reflects original writing throughout that directly addresses the topic. It has a clearly stated thesis statement, clearly addressed alternate or opposing claim* and is focused on the audience and purpose of the task. The organizational structure creates clarity and completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• a thesis statements that is strongly maintained throughout,</li> <li>• little, if any, loosely related material,</li> <li>• a clearly evident organizational structure that includes a skillfully crafted introduction and conclusion,</li> <li>• a logical progression of ideas that reflects a skillful use of transitional strategies to move from one idea to another, and</li> <li>• an appropriate style and objective tone that is well established and maintained.</li> </ul>	<p>The response is exemplary and includes thorough and convincing evidence that is directly related to the purpose of the task and references the source. It includes relevant evidence, facts, and details from all sources, as appropriate. Elaboration of evidence is focused, original writing and is clearly connected to the thesis statement.</p> <p>The response includes most of the following</p> <ul style="list-style-type: none"> <li>• strong evidence that is well integrated throughout, directly related to the task, and references the source,</li> <li>• a clear relationship between points and evidence,</li> <li>• an effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), and</li> <li>• the use of precise academic and domain-specific vocabulary that is clearly appropriate for the task.</li> </ul>	
<b>3</b>	<p>The response is adequate and reflects original writing that reasonable addresses the topic. It has a thesis statement and is generally focused on the audience and purpose of the task and includes a satisfactory alternate or opposing claim*. The organizational structure adequately reflects a sense of completeness.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• a thesis statement that is evident throughout,</li> <li>• some loosely related material,</li> <li>• an adequate organizational structure that includes and introduction and conclusion, and</li> <li>• a progression of ideas that includes basic transitional strategies to move from one idea to another.</li> </ul>	<p>The response is adequate and includes support/evidence that is related to the purpose of the task. It includes the use of evidence, facts, and details that are from all sources, as appropriate. It is generally connected to the thesis statement. Elaboration of evidence is original writing but may be generalized.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• evidence from the sources that may not be specific but is generally integrated into the response and includes some reference to the source,</li> <li>• an adequate relationship between points and evidence,</li> <li>• adequate elaboration on the evidence included, and</li> <li>• academic and domain-specific vocabulary that is generally appropriate for the audience and purpose.</li> </ul>	

Score	Purpose, Focus, and Organization	Evidence and Elaboration	Conventions
2	<p>The response is limited and reflects some original writing that is related to the topic. It has a thesis statement that is partially focused on the audience and purpose of the task. The organizational structure is inconsistent.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• a limited thesis statement that is unclear or insufficiently sustained throughout,</li> <li>• some loosely related material,</li> <li>• insufficiently addressed alternate or opposing claims,</li> <li>• an inconsistent organizational structure that has little or no evidence of an introduction or conclusion, and</li> <li>• an uneven progression of ideas with an inconsistent use of transitions.</li> </ul>	<p>The response is limited and includes uneven, cursory support and evidence related to a thesis statement and the purpose of the task. There is an ineffective use of sources, facts, and details. Elaboration contains limited original writing.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• weakly integrated evidence from sources that may be erratic and may include some irrelevant references,</li> <li>• repetitive or ineffective use of elaborative techniques, and</li> <li>• limited or ineffective academic or domain-specific vocabulary.</li> </ul>	<p>The response demonstrates an adequate command of basic conventions.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• a few minor errors in usage, but no patterns of errors,</li> <li>• variation of sentence structure, and</li> <li>• an adequate use of punctuation, capitalization, sentence formation, and spelling.</li> </ul>
1	<p>The response is minimal and reflects little original writing that may be loosely related to the topic. It reflects little awareness of the audience or purpose of the task. There is a minimally constructed thesis statement with little or no obvious organizational structure.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• a thesis statement that may be inadequate, confusing, or ambiguous,</li> <li>• loosely related or unrelated material,</li> <li>• little or no evidence of an organizational structure, and</li> <li>• ideas minimally related to the topic with few transitions and little or no progression.</li> </ul>	<p>The response is minimal and includes little or no support or evidence related to a thesis statement and the purpose of the task. There is little or no use of the sources and minimal inclusion of facts and details.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• minimal, absent, erroneous, or irrelevant evidence or references from the source material,</li> <li>• elaboration that has no original text, is vague, lacks clarity, or is confusing, and</li> <li>• inappropriate or ineffective academic or domain-specific vocabulary.</li> </ul>	<p>The response demonstrates a partial command of basic conventions.</p> <p>The response may include the following:</p> <ul style="list-style-type: none"> <li>• various errors in usage,</li> <li>• simple sentence structures that do not vary, and</li> <li>• an inconsistent use of correct punctuation, capitalization, sentence formation, and spelling that minimally impacts meaning.</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

\*Not applicable at grade 6

Condition codes receive no points: [http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/Assessments-for-English-Language-Arts/ExplanationzeroPoints\\_March2018\\_final.pdf.aspx?lang=en-US](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/Assessments-for-English-Language-Arts/ExplanationzeroPoints_March2018_final.pdf.aspx?lang=en-US)