



## **Grades 5-6 SC READY: To Persuade (through Argument)**

The SC READY Text-Dependent Writing (TDW) rubric is a holistic scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist teachers with evaluating the strengths and weaknesses of student argumentative writing in an instructional setting and on released TDW items and responses (when available). The TDW rubric for Argumentative Writing is a 4-point rubric.

### **Structure, Development, and Language:**

Each response is scored holistically by domain: structure, development, and language. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

<b>Score Point</b>	<b>Level</b>	<b>Descriptor</b>
4	Exceeds Expectations	The 4-point response is a well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.
3	Meets Expectations	The 3-point response is a complete argument that develops and supports claims with sufficient text-based evidence.
2	Approaches Expectations	The 2-point response is an incomplete argument that partially supports claims with loosely related text-based evidence.
1	Does Not Meet Expectations	The 1-point response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.

**Grades 5-6 SC READY TDW Holistic Scoring Rubric  
To Persuade (through Argument)**

Each response is scored holistically by domain. Scores within each domain are earned by demonstrating most of the descriptors within a score point.

Score Point	Structure	Development	Language
<p><b>4</b> <b>Exceeds</b> Expectations</p> <p><i>A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>- Skillfully introduces a claim and maintains focus on the claim throughout the response</li> <li>- Uses an organizational structure that strengthens the response</li> <li>- Uses varied transitional words and phrases to skillfully connect ideas and enhance the development of the argument</li> <li>- Provides a well-crafted concluding statement or section that supports the argument</li> </ul>	<ul style="list-style-type: none"> <li>- Skillfully integrates reasons and/or reasoning that may be supported by facts, evidence, and/or data from the text(s)</li> <li>- Skillfully integrates elaboration of thoughts that includes original thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li>- <b>6<sup>th</sup> grade only:</b> Skillfully acknowledges an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Uses precise language and vocabulary to skillfully inform and explain about the task</li> <li>- Uses varied sentence types and phrases to contribute to the skillful development of ideas</li> <li>- Has very few or no errors in grammar usage and conventions</li> <li>- Uses a tone and/or voice that strengthens the overall response</li> </ul>
<p><b>3</b> <b>Meets</b> Expectations</p> <p><i>A complete argument that develops and supports claims with sufficient text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>- Introduces a claim and maintains focus on the claim throughout the response</li> <li>- <b>5<sup>th</sup> grade only:</b> Uses an organizational structure in which ideas are grouped logically</li> <li>- <b>6<sup>th</sup> grade only:</b> Uses an organizational structure appropriate to the purpose and task</li> <li>- Uses varied transitional words and phrases to connect ideas and develop the argument</li> <li>- Provides a concluding statement or section that supports the argument</li> </ul>	<ul style="list-style-type: none"> <li>- <b>5<sup>th</sup> grade only:</b> Includes reasons that are supported by facts and evidence from the text(s)</li> <li>- <b>6<sup>th</sup> grade only:</b> Uses logical reasoning supported by facts and/or data as evidence from the text(s)</li> <li>- Includes elaboration of thoughts that may consist of original thinking combined with summary, paraphrasing, and/or text evidence to support the argument</li> <li>- <b>6<sup>th</sup> grade only:</b> Acknowledges an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Uses precise language to inform and explain about the task</li> <li>- Uses varied sentence types and phrases to contribute to the development of ideas</li> <li>- Has a few minor errors in grammar usage and conventions with no significant effect on readability</li> </ul>
<p><b>2</b> <b>Approaches</b> Expectations</p> <p><i>An incomplete argument that partially supports claims with loosely related text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>- Introduces a claim that may be unclear or loosely related to the task</li> <li>- Inconsistently maintains focus on the claim throughout the response</li> <li>- Uses a weak or ineffective organizational structure that does not develop the argument</li> <li>- Uses transitions to inconsistently connect ideas</li> <li>- Provides a concluding statement or section that is repetitive, simplistic, or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>- Partially develops the argument using facts and/or evidence</li> <li>- Minimally elaborates on thoughts, and may rely too heavily on the text</li> <li>- <b>6<sup>th</sup> grade only:</b> Lacks acknowledgment of an alternative perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Uses vocabulary and word choice that is limited or inconsistent to inform and explain about the task</li> <li>- Uses varied sentence types and phrases ineffectively</li> <li>- Has frequent errors in grammar usage and conventions that sometimes interfere with readability</li> </ul>
<p><b>1</b> <b>Does Not Meet</b> Expectations</p> <p><i>A weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p>	<ul style="list-style-type: none"> <li>- Makes a claim that may be unclear or demonstrates a lack of awareness of the task</li> <li>- Demonstrates little to no organizational structure</li> <li>- Transitions may be missing or confusing</li> <li>- Concluding statement or section may be missing or unrelated to the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence from the text may be missing or confusing</li> <li>- Elaboration of thoughts may consist of vague or confusing ideas</li> <li>- Response is mostly a summary of the text</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary and word choice may be unclear or confusing</li> <li>- Has frequent errors in grammar usage and conventions that significantly interfere with readability</li> </ul>

<b>Non-Scorable Code</b>	<b>Reason</b>	<b>Descriptor</b>
<b>B</b>	Blank	The response area is completely blank.
<b>R</b>	Refusal	The response indicates a refusal to attempt the task (e.g., “I don’t know.”)
<b>C</b>	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
<b>I</b>	Insufficient	The response is too limited to score.
<b>UR</b>	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
<b>OL</b>	Other Language	The response is written in a language other than English.
<b>OT</b>	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.