



Grades 7-8 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.

Score Point	Level	Descriptor
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 7-8 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 style="text-align: center;">4 Exceeds 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"> - Effectively introduces a claim(s) focused on the task - Skillfully maintains the claim throughout the response - Uses an organizational structure that effectively strengthens the response - Uses varied transitional words and phrases to skillfully create cohesion and clarify the relationships between the claim(s), a counterclaim, reasons, and evidence - Provides an effective introduction and a concluding statement or section that supports the argument presented 	<ul style="list-style-type: none"> - Effectively demonstrates a thorough understanding of the task and topic - Integrates reasons that are supported by facts and relevant evidence from the text(s) - Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support the argument - 7th grade only: Acknowledges a counterclaim - 8th grade only: Acknowledges and effectively refutes a counterclaim with relevant evidence 	<ul style="list-style-type: none"> - Integrates precise vocabulary to skillfully strengthen and further ideas, showing a command of the expression of ideas - Skillful use of varied sentence types and phrasing to contribute to the fluidity of ideas - Has very few or no errors in usage and conventions - Uses a voice that enhances the overall response - 8th grade only: Establishes and maintains a tone appropriate to the task and audience
<p style="text-align: center;">3 Meets 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"> - Introduces a claim(s) that is focused on the task - Maintains a claim(s) throughout the response - Uses an organizational structure that strengthens the response - Uses transitional words and phrases to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence - Provides an introduction and concluding statement or section that supports the argument presented 	<ul style="list-style-type: none"> - Demonstrates an understanding of the task - Integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support the argument - 7th grade only: Acknowledges a counterclaim - 8th grade only: Acknowledges and refutes a counterclaim with relevant evidence 	<ul style="list-style-type: none"> - Integrates vocabulary to strengthen and further ideas - Uses varied sentence types and phrases to contribute to the fluidity of ideas - Has a few minor errors in usage and conventions with no significant effect on meaning - 8th grade only: Establishes and maintains a tone appropriate to the task and audience
<p style="text-align: center;">2 Approaches 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"> - Introduces a claim(s) that may be unclear - Inconsistently maintains the claim throughout the response - Uses a weak, inconsistent, or repetitive organizational structure - Uses transitions to connect ideas but cohesion is inconsistent - Provides an introduction and concluding statement or section that may be weak, repetitive, or ineffective 	<ul style="list-style-type: none"> - Response may demonstrate a partial understanding of the task - Inconsistently develops the argument using facts and evidence that may not support the claim(s) - Relies too heavily on the text or may be repetitive - 7th grade only: Lacks acknowledgment of a counterclaim - 8th grade only: Acknowledges a counterclaim but does not refute the counterclaim with evidence 	<ul style="list-style-type: none"> - Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas - Uses varied sentence types and phrases inconsistently - Has frequent errors in usage and conventions that sometimes interfere with readability
<p style="text-align: center;">1 Does Not Meet 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"> - Claim may be confusing or absent demonstrating a misunderstanding of the task - Demonstrates little to no organizational structure - Transitions may be missing or confusing - Introduction and concluding statement or section may be missing or unrelated to the response 	<ul style="list-style-type: none"> - Response may be too brief to demonstrate an understanding of the topic or may consist mostly of a summary of the text(s) - Evidence from the text(s) may be absent or confusing - Elaboration of thoughts may consist of vague or confusing ideas - Does not acknowledge a counterclaim 	<ul style="list-style-type: none"> - Vocabulary and word choice may be unclear or confusing - Sentence structure may be confusing - Has frequent major errors in usage and conventions that interfere with readability

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