

Scoring Key: Grade 8

Argumentative Performance Task

Focus Standards

Grade 8: W.8.1b, d; W.8.4; W.8.5; W.8.8; W.8.9; L.8.3

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques*; emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E A	3	This response earns a score of 3. The student provides many pieces of relevant evidence from the sources, all of which are cited. Overall, the use of evidence is adequate but not effective, while the analysis is reasoned but is too general and is not in depth. An example of this is: "This example shows how pennies can mean much more than what they're worth, and they can help people from all around the world even though they are small, since small amounts add up." The student's use of elaboration is uneven. For example, in the second paragraph, the student provides a quotation that states how many millions of dollars have been lost to the United States government through production of the penny, but, in the elaboration, the student states that the loss was in "billions." The response uses generally appropriate vocabulary, while in the first paragraph, the student lapses into a conversational style, writing, "it would be silly to stop minting them now."

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E B	2	This response earns a score of 2. It provides uneven elaboration of the evidence provided. The response does not have a clear claim, which has contributed to the uneven development of ideas. This response includes plenty of evidence from multiple source texts and provides adequate citations. However, the evidence cited is weakly integrated and imprecise. For example, the student writes, "But pennies can be bad because in source #1 it says that it takes too much space and its worth nothing. But in source #3 it states that pennies aren't the only coin that cost more than its worth." Elaboration consists primarily of source summary. For example, the student writes, "(Maria Story, source #4) 'In 2011, it cost the U.S. Mint more than 2.4 cents to produce one penny.' That example shows that pennies cost more than what they are actually worth." The student's use of vocabulary is generally appropriate, but certain phrases, such as "pennies can be bad," lead to an inconsistent use of appropriate style.

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E C	2	<p>The response earned a 2 because it provides uneven, cursory elaboration of the evidence. Although the response includes several instances of paraphrased evidence, it does not fully integrate the evidence into a cohesive argument, or cite the source material sufficiently. Rather than integrating the elaboration of the evidence within the body paragraphs, most of the elaboration in this response occurs in the concluding paragraph, as when the student writes, “by rounding, everything would be more simple. Businesses and organizations would get more money and overall help the community.” The student attempts to cite the one quotation used by naming the writer (“If we get rid of them, it certainly wouldn’t anger Jim Flaherty who says ‘Pennies take up too much space on our dressers at home.’”), but the citation is weak because it does not include the title or source number. All other evidence in this response does not reference the source material at all. For example, the student writes, “pennies cost more to make than they are worth,” which is a quotation from Source 1, without placing it in quotation marks or citing the source. This response uses appropriate vocabulary and creates a generally appropriate style with exceptions such as, “If America banned the penny it wouldn’t be the end of the world,” which uses an idiom rather than academic language.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E D	2	<p>This response earned a score of 2 because the response includes uneven support for the claim. The student includes evidence from the sources, but the student’s use of elaboration and citations is inconsistent, and the student sometimes uses simplistic language. The response includes some evidence from the sources, but the evidence is often weakly integrated. For example, the student writes, “The penny is a big part of our history too. ‘The first pennies, minted until 1857, were very large . . .’ The penny has changed over the years with us. It is also in many popular idioms. “a penny for your thoughts” . . . “not one red cent”. Also somethings for exsample penny candy.” While the evidence does support the student’s claim that “The penny is a big part of our history too,” the weak integration makes the support less effective. The response exhibits weak source citations, as well. The first piece of evidence, “For exsample if we got rid of the penny . . .” is attributed to the second source, but this is the only instance of explicit citation in the response. All other quotations and paraphrased evidence do not reference source material, which is a weak use of citations. The student elaborates on some evidence: “The first pennies, minted until 1857, were very large . . .’ The penny has changed over the years with us.” But, other times, the response simply lists evidence without providing various methods of effective elaboration. Therefore, the student demonstrates a partial and uneven use of source material. The student’s own words are too limited to create an appropriate style, and the vocabulary the student uses is uneven (many words are appropriate—counter argument, willingly, expensive—but others are ineffective for the audience and purpose—pronouns that don’t agree with antecedents, stuff, things).</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E E	4	<p>This response scores a 4 for Evidence and Elaboration. The response not only provides several clearly cited pieces of evidence to support the claim, but it also elaborates on the evidence in a way that strengthens the student's claim, demonstrates original thinking, and uses various methods of effective elaboration. Most importantly, the student includes reasoned, in-depth analysis. For example, the student chooses the following quotation: "if the retail clerk and customer spend just 2.5 seconds per transaction counting pennies, those seconds add up' (Source #2)," then writes, "Yes, it does take more time counting pennies, but a horrible amount of time? No. Maybe it does add up, but you can spend or waste time doing a lot of things: going to the bathroom, dealing with a broken machine, any difficulties, an important call, and other simple things like that will add up too, and way faster than counting pennies." In addition, the student integrates evidence and writes elaboration that all work together to create a thoughtful and coherent argument. Finally, the student uses clearly appropriate vocabulary and varied sentence structure to create an effective style that supports the claim. The student writes, "Imagine many schools, in many weeks, months, and years. With all those extra pennies you could probably raise enough money to cure a disease. Not so useless now are they?" This varied sentence structure helps the student to create a style that emphasizes the support for their claim and enhances the content of the piece.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E F	3	<p>This response scored a 3. Although it includes comprehensive evidence from the sources, it attributes two of those pieces of evidence to the incorrect source. This is one element that distinguishes this response from one that would score a 4. The student attributes all but one of the pieces of evidence to the second source when two of those examples, "A number of countries, including Australia, new Zealand, brazil, Finland, the Netherlands, Norway, Sweden, Switzerland, and Britain, have already dropped their lowest-denominated coins, without dire consequences" and "Even more proof is that Canada has stopped minting out pennies, and with all of our cultural, economic, and political similarities it would seem that it may be best for us to stop penny-producing too" should be attributed to the first source instead. Additionally, the response provides an analysis that is reasoned but not in depth, which makes the overall use of elaborative techniques adequate rather than effective. The student's use of vocabulary and style is clearly appropriate and effective. Overall, the preponderance of evidence shows that this score is a 3: the response provides adequate elaboration of the evidence for the claim that includes reasoned analysis.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E G	3	This response scores a 3 for its adequate use of evidence and elaboration. The student includes multiple pieces of evidence and explains each one, but could have included more comprehensive and varied elaboration. For example, in the third paragraph, the student summarizes the evidence by copying the phrase “help a good cause” from the quotation. However, in the first two paragraphs, the student does go beyond simply summarizing the evidence and demonstrates original thinking in sentences such as, “This is stating that if the manufacturers were to use a different type of metal, steel perhaps, the cost would be lower” and “The current price to process pennies is expensive and a waste of the governments money.” Citations are a particular strength of this response, since the student clearly cites each source with title, source number, and author’s last name. Finally, the student’s use of vocabulary and style is appropriate but is prevented from being effective because it includes repeated phrases like “This is important.”

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 8 E/E H	1	This response earns a 1 for Evidence/Elaboration because, although the student includes plenty of elaboration, none of it is based on evidence from the source material. Instead, the student uses personal anecdotes and emotional appeal to support the claim. For example, instead of providing quotations or paraphrased evidence from the sources, the student writes, “Americans have gotten so lazy in the past coupule of years and thats why this is even a topic” and “and if you have one hundred pennies then thats enough to buy a mcdonalds dollar menu meal for a homeless person.” Although the student demonstrates the ability to use appropriate vocabulary, the style the student creates is conversational and ultimately inappropriate for the purpose and audience. For example, the student includes the phrase, “In my 14 years on this earth.”