Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block/Day \_\_\_\_\_\_\_\_ **CFA/CER Writing Rubric GRADE 8** Score\_\_\_\_\_\_\_\_\_\_\_ (16 pts)

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| **CRITERIA** | **4- Advanced** | **3- Proficient** |  **2- Developing** | 1. **Beginning**
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| Claim  | * The claim takes a position that is compelling or a nuanced response to the Task.
* Claim offers a solid position that is clear and valid
 | * The claim takes a position that addresses the Task.
* Claim offers a position that is valid
 | * Attempts a claim or the claim includes a position but may not address the task.
* References the task but not in a clear or organized way.
 | * No claim or unclear claim.
* There is no clear issue identified.
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| **CRITERIA** |  **4- Advanced** |  **3- Proficient** |  **2- Developing** | 1. **Beginning**
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| Evidence | * Evidence selected is consistently relevant to the claim and is accurate.
* Evidence includes quotations, well-developed paraphrasing, or extensive details from the sources or attributions, AND related details about context or topic.
* Consistently explicit about significant aspects of where all of the evidence comes from (e.g., author, publisher, audience).
* Weighs and corroborates multiple pieces of evidence
 | * Evidence selected is sometimes relevant to the claim and is accurate.
* Evidence includes a quotation, paraphrasing, or important details from the sources or attributions. May also include details about context or topic.
* Sometimes explicit about important aspects of where evidence comes from.
 | * Evidence selected may be irrelevant, inaccurate, or unclear.
* Evidence is limited to few specific *details* from the sources or attributions, or about the context/topic. May show partial understanding of the source.
* May not share where evidence comes from.
 | * No evidence or only vague references to information or ideas that may come from the sources, attribution, or background knowledge.
* No statement of where evidence comes from.
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| **CRITERIA** |  **4- Advanced** | **3- Proficient** |  **2- Developing** | 1. **Beginning**
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| REasoning | * Consistently reasons about the evidence AND the reasoning explicitly links the evidence to the claim
* All reasoning consistently makes sense and shows solid understanding of the topic, argument, and evidence.
 | * Provides some reasoning and tries to link evidence and claim.
* Most of the reasoning makes sense and shows understanding of the topic, argument, and evidence.
 | * Provides some reasons about the evidence, but may not link the evidence to the claim.
* Most of the reasoning makes sense and shows understanding of the topic, argument, and evidence.
 | * No reasoning linking claim-evidence
* The reasoning does not make sense or shows lack of understanding of the topic, argument, or evidence.
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| **CRITERIA** |  **4- Advanced** |  **3- Proficient** |  **2- Developing** | 1. **Beginning**
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| **Grade 8****Context** | * **Powerfully explains** how time, place, and/or social circumstances affect the evidence at hand **and** interpretation of it
* References to **specific** background information and/or other sources of evidence **clearly and precisely** demonstrate knowledge of context **and the intended audience**
* **Unusually strong** response contains **extensive detail** and shows **deep understanding of evidence**
 | * **Accurately explains** how time, place, and/or social circumstances affect the evidence at hand and/or our interpretation of it
* References to **some** background information and/or other sources of evidence **generally** demonstrate knowledge context
* Response may **lack extensive detail from the text** or show **trivial misunderstanding** of evidence
 | * **Inaccurately explains** how time, place, and/or social circumstances affect the evidence at hand and/or our interpretation of it
* References to background information and/or other sources of evidence are **overly broad and/or minimal,** and demonstrate a **flawed understanding** of context
* Response **lacks references to evidence** or shows **minor misunderstanding** of evidence
 | * Response **is blank**, **is illegible**, and/or **does not make sense**
* **Does not explain** how time, place, and/or social circumstances affect interpretation of the evidence
* Shows **fundamental misunderstanding** of evidence and/or time and place in which it is situated
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