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** |
| 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. |
| **CRITERIA** | **4- Advanced** | **3- Proficient** | **2- Developing** | 1. **Beginning** |
| 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. |
| **CRITERIA** | **4- Advanced** | **3- Proficient** | **2- Developing** | 1. **Beginning** |
| 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. |
| **CRITERIA** | **4- Advanced** | **3- Proficient** | **2- Developing** | 1. **Beginning** |
| **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 |