



Nevada Formative Writing Tools

Grade 8

Argumentative Exemplars

2013

Nevada Department of Education

Dr. James W. Guthrie
Superintendent of Public Instruction

Rorie Fitzpatrick
Deputy Superintendent

Cynthia Sharp
Interim Director

For additional information, please contact:

Darrin Hardman,
Education Programs Professional
dhardman@doe.nv.gov
702.486.6602

Carson City (Main)
700 E. Fifth Street
Carson City, NV 89701

Las Vegas (Southern Office)
9890 South Maryland Parkway, Suite 221
Las Vegas, Nevada 89183

Introduction to the Eighth Grade Argumentative Exemplars

This document contains the Grade 8 Argumentative Exemplars for the 2013 Grade 8 Argumentative Task A. These exemplars are concrete examples that illustrate the intent of the Smarter Balanced rubrics and teacher checklists in the Nevada Formative Writing Tools Grade 8 Evaluation guides. They serve as a reference point or "anchor" to ensure that teachers interpret and apply the rubrics and checklists consistently and exemplify a full range of levels for each trait. Both the Evaluation Guides and Opinion Tasks can be downloaded at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/.

Well I agree and disagree with the subject because the reason I agree with letting kids use their phone is because kids do a lot of texting if you let kids use their phone to read things look things up do their homework on it would get done because they would hang on the phone any ways so it would be a good idea to let kids use their phone are almost just like laptops and computers the only difference about it is that phones can't get big viruses well they can still get it just not like computers do and it's easier to download things and all that so kids would get high scores on tests and do all their homework because it's for a grade and mostly because it's on their phone and not on paper see when kids look at their homework that's on paper they just either ignore it or they just do it because their parents tell them to now when it's on their phone they're able to just do it because they're going to do it because they're going to get on it to text like they do every day with all drama and that they do to be unbored they should never tell a kid to put their phone on silent because they might get a call from someone and it would be a misery.

But the reason I disagree is because when kids get distracted when they're texting their friends they just forget about what they're supposed to be doing so after a while they just fall asleep on what they're supposed to do so when they go to class their teacher will ask did you do your homework then they will say no because they think it's cool then they get in trouble but another reason why I disagree is because they might forget to turn their phone off and then they will think they're able to take it out and use it when they're not allowed to kids would take advantage of teachers saying you can look something up instead they would get on the internet and get on Facebook to show someone something they just found out like about a fight anything that seems interesting to that person and the people they hang with people at a young age love fights.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: **Exemplar 8-A**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input checked="" type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input checked="" type="checkbox"/> May be related to purpose or <u>confusing</u> or ambiguous or lacks claim <input checked="" type="checkbox"/> Lacks focus or <u>major drift in focus</u> <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input checked="" type="checkbox"/> <u>Insufficient context for the claim is provided</u> or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input checked="" type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input checked="" type="checkbox"/> Few or no transitional strategies are evident <input checked="" type="checkbox"/> Frequent extraneous ideas intrude or <u>lacks development</u> <input checked="" type="checkbox"/> Little or no discernible connections between reasons and evidence <input checked="" type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/evidence from sources <input type="checkbox"/> Clearly addresses alternate or opposing claim <input type="checkbox"/> Specific and precise use of citations <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Some evidence from sources is generally integrated <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input type="checkbox"/> Adequate use of some elaborative techniques <input type="checkbox"/> Adequate understanding of the topic or text is evident	<input checked="" type="checkbox"/> <u>Uneven</u> or limited support for claim with reasoning and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input type="checkbox"/> Uneven use of citations <input type="checkbox"/> Weak or uneven use of elaborative techniques <input checked="" type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input checked="" type="checkbox"/> Evidence from source material is <u>minimal</u> or absent or incorrect or irrelevant <input checked="" type="checkbox"/> Does not acknowledge or <u>distinguish claim from alternate or opposing claim</u> <input checked="" type="checkbox"/> Lacks citations <input checked="" type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Effectively establishes and maintains formal style	<input type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input checked="" type="checkbox"/> Limited or <u>vague</u> or confusing use of language <input checked="" type="checkbox"/> <u>Limited</u> or no use of domain-specific vocabulary <input checked="" type="checkbox"/> <u>Little</u> or no use of language and vocabulary to connect to audience and purpose <input checked="" type="checkbox"/> Limited or <u>no indication of cohesion</u> <input checked="" type="checkbox"/> <u>Little</u> or <u>no attention to formal style</u>
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input checked="" type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

Your Strengths:

- Focuses on the topic of the task (cell phone use).
- Uses a few transitions: "...the resone I agree..." and "But the resone I disagree..." and "a nuther resone why..."
- Relates reasons for allowing cell phones appear to the fact that they are almost like computers and kids are on them anyway. Reasons against include students getting distracted and phones interrupting the classes.

Areas to Improve:

- Pick one side of the issue, support it with reasons and evidence, and address the alternate opposing claim in a way that supports your claim.
- Edit for sentence formation; group words that express one complete thought with a subject and a verb.

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

A debate that is sweeping the nation. Should cell phones be allowed in school? Well im here to tell you my perspective of the whole situation.

I think Cell phones should be allowed in any school, But only be used at appropriate times. schools shouldnt just ban phones from their students. Like before and after shool is perfect for using cell phones. What if a student needs to call someone for a ride home or have an emergency and need certain number from their phone that they cant remember. Also what if a parent is trying to contact their son or daughter and their phone is not with them. During class students can take notes on which ever subject they're in and teachers and studentsuse cell phones as an active part of the technological curriculum.Cell phones can even be used as books now a days for english class.

The only downfall of cell phones is that texting can be used as a high tech note passing and can also be used to add to the spread of rumors and misinformation. Theres another problem with students forgetting to silence their phones and there ring tone can disrupt the entire class, And lets not forget the fact that most phones have video games that wil distract the student from there learning. Theres also a slim chance that excessive cell phone use can overload communication in the event of a crisis. A few students may take advantage of having cell phones, but I think most students will follow and enjoy this privlages.

I hope that by now you have chosen a side of the debate you stand on. Lets finally put a rest to this old debate so students and teachers can just move on.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: **Exemplar 8-B**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input type="checkbox"/> Strongly maintains context for the claim	<input checked="" type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input checked="" type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input checked="" type="checkbox"/> Somewhat sustained or insufficiently sustained <input checked="" type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input checked="" type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input checked="" type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input checked="" type="checkbox"/> Uneven development from beginning to end <input checked="" type="checkbox"/> Weak connections between reasons and evidence <input checked="" type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/evidence from sources <input checked="" type="checkbox"/> Clearly addresses alternate or opposing claim <input type="checkbox"/> Specific and precise use of citations <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Some evidence from sources is generally integrated <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input type="checkbox"/> Adequate use of some elaborative techniques <input checked="" type="checkbox"/> Adequate understanding of the topic or text is evident	<input checked="" type="checkbox"/> Uneven or limited support for claim with reasoning and evidence from limited sources <input checked="" type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input checked="" type="checkbox"/> Uneven use of citations <input checked="" type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or absent or incorrect or irrelevant <input type="checkbox"/> Does not acknowledge or distinguish claim from alternate or opposing claim <input type="checkbox"/> Lacks citations <input type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Effectively establishes and maintains formal style	<input checked="" type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input checked="" type="checkbox"/> Inappropriate use of domain-specific vocabulary <input checked="" type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input checked="" type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input checked="" type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input checked="" type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

Your Strengths:

- Focuses on the topic and the reader understands the claim: "I think Cell phones should be allowed in any school, But only be used at appropriate times."
- Captures the reader's attention in the introduction.
- Clearly address the opposing claim in paragraph three.
- Includes some academic language, such as "sweeping the nation," my perspective," and "at appropriate times."

Areas to Improve:

- Consider moving your claim to the introduction and restating it in the conclusion.
- Elaborate more on your reasons and evidence from the source.
- Proofread for correct punctuation, capitalization, and spelling.

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

Many schools have policies that state cell phones are not to be used during class time and are often not allowed at school. Like all policies, it has those who agree with it and those who disagree with it. I, for one, agree with these policies due to many students misusing cell phones during class time.

There are, however, many benefits to using cell phones in class. For example, cell phones can be used to help students do activities and to take notes as well. Even though there are benefits to using cell phones in class, I know from personal experience that many students can't be trusted to properly use cell phones in class. Many students use cell phones during tests to cheat off one another, to pass notes, and to spread rumors. Not only does this distract the students that are using the cell phones from learning, it affects those around these students as well. There have been many times where I have gotten distracted from the lesson due to my peers using their cell phones during class time. Allowing cell phones and cell phone use in school/class can lead to much drama since the cell phones can be lost, damaged, or stolen. In the past, many of my peers have misplaced their cell phones and this leads to many false predictions as to who stole it. Not only does this trouble the students, but the teachers as well. Many schools and teachers do not want to get involved in finding lost or stolen cell phones since it involves a lot of trouble. This is one of the many reasons why many schools have policies that do not allow cell phone use nor cell phones in school.

In conclusion, cell phones and cell phone use should not be allowed in school due to many students that misuse their cell phones during class. Students could use their cell phones to cheat off one another during tests, spread rumors/notes, and distract others from learning. Cell phones can also be lost, damaged, or stolen leading to a lot of trouble and drama.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: Exemplar 8-C

Date: February 2013

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input type="checkbox"/> Strongly maintains context for the claim	<input checked="" type="checkbox"/> Adequately states claim <input checked="" type="checkbox"/> Generally focused <input checked="" type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input checked="" type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input checked="" type="checkbox"/> Adequate introduction addresses audience and purpose <input checked="" type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input checked="" type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input checked="" type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input checked="" type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
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Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Effectively establishes and maintains formal style	<input checked="" type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input checked="" type="checkbox"/> Adequate use of domain-specific vocabulary <input checked="" type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input checked="" type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input checked="" type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input checked="" type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input checked="" type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

Your Strengths:

- Focuses on the claim and supports it with relevant details and examples.
- Acknowledges the opposing claim with a suggested solution: "Phones should be silenced during class..."
- Organizes with an adequate introduction, predictable transitions, and a conclusion that briefly summarizes.
- Maintains a formal style.
- Uses some varied sentence structures.

Areas to Improve:

- Cite evidence from the text.
- Revise for some simplistic words and phrases: "activities," "a lot," and "in conclusion."
- Proofread for a few errors in spelling, capitalization, punctuation, and pronoun agreement.

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

I disagree with the policy that cell phones cannot be used during class. We live in an age that is evolving in technology, and we are being held back by not being able to use cell phones. I personally find them useful for when I am absent and need the assignments I miss. Realisticly, the pros outweigh the cons.

The information table states, "Students can take notes on cell phones," and "Students can use them to access digital school books." This would save paper, and in the long-run, save money. Students have the ability to take notes on cell phones, yet they are not allowed to. This wastes time and paper, and students could access their notes at anytime on their phone, without the bulk and time consuming hand-written notes. Students can also have a digital version of school books, which are much nicer to have than the beaten up copies that we have in school.

In addition, the information table also claims, "Cell phones are often used for cheating." I honestly think it would be obvious to see a student checking their cell phone in the middle of a test. It also says that cell phones can be used to spread rumors and misinformation. Rumors can be spread anywhere at anytime, with or without cell phones, so how would having a cell phone make it worse?

Yes, there are some negative effects to have cell phones in class, but the pros outmatch them. You can save time, paper, and money with digital books and notes. They are also useful for getting missed lessons for when you are absent. Cheating via cell phone is very easy to spot, and rumors spread even without cellular use. Overall, we are missing out on an opprotunity that we must take advantage of, especially in this digital age we live in today.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: Exemplar 8-D

Date: February 2013

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input checked="" type="checkbox"/> Clearly states claim <input checked="" type="checkbox"/> Consistently and clearly focused <input checked="" type="checkbox"/> Fully sustained with reasons and evidence <input checked="" type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input checked="" type="checkbox"/> Effective introduction clearly address audience and purpose <input checked="" type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input checked="" type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input checked="" type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input checked="" type="checkbox"/> Effective concluding statement or section enhances argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input checked="" type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input checked="" type="checkbox"/> Smoothly integrates relevant and concrete support/evidence from sources <input checked="" type="checkbox"/> Clearly addresses alternate or opposing claim <input checked="" type="checkbox"/> Specific and precise use of citations <input checked="" type="checkbox"/> Effective use of a variety of elaborative techniques <input checked="" type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Some evidence from sources is generally integrated <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input type="checkbox"/> Adequate use of some elaborative techniques <input type="checkbox"/> Adequate understanding of the topic or text is evident	<input type="checkbox"/> Uneven or limited support for claim with reasoning and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input type="checkbox"/> Uneven use of citations <input type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or absent or incorrect or irrelevant <input type="checkbox"/> Does not acknowledge or distinguish claim from alternate or opposing claim <input type="checkbox"/> Lacks citations <input type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input checked="" type="checkbox"/> Precise use of academic language <input checked="" type="checkbox"/> Precise use of domain-specific vocabulary <input checked="" type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input checked="" type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input checked="" type="checkbox"/> Effectively establishes and maintains formal style	<input type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input checked="" type="checkbox"/> Few, if any, errors in usage and sentence formation <input checked="" type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

Your Strengths:

- Crafts a convincing argument supported with insightful, relevant, and meaningful reasons and evidence throughout.
- Clearly acknowledges and opposes alternate claims.
- Organizes ideas deliberately and consistently with a strong introduction and conclusion
- Uses vivid and precise academic language that engages the reader with a formal style.
- Follows Standard English conventions in a sophisticated manner with varied sentence structure that enhances the writing.

Areas to Improve:

-

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

BRRRIINNG! The school bell had rung, and it was the end of the school day. As I was walking out of the school building, I remembered I had an after school club meeting. I took my cell phone out of my backpack, and began to dial my mom's number.

Then, I felt a tap on my shoulder. It was the school principal.

"Hand over the cell phone." He motioned his hand for me to give the phone. I was going to speak, but he gave me a stern look.

With that, he snatched the phone out of my hand, and walked off.

Students in many schools are getting their phone taken away from a problem just like this. I believe that schools should not confiscate cell phones, and allow them in school.

For example, cell phones could be used for medical situations. If a student got hurt, and there aren't any teachers around, they can dial someone for help. Also, if a student is in danger, they can contact the authorities.

Another reason why cell phones should be allowed in school is because kids can take notes. Sometimes, kids tend to forget his/her notebook. When this happens, students can take out their phone, and take notes on it instead. Also, students can take notes for school projects. For example, if a student is on the computer, but they do not have any materials to take notes, then they can use their phone.

Not only should cell phones be in school for medical situations or taking notes, it can also be allowed for contacting parents.

Because most students have after school activities, they need to call their parents that they will be staying after school. Also, if the student is feeling sick during class, then they can call their parents to get them.

Without cell phones, it will be hard for a student to call their parents in case of emergency or call medical providers. However, if phones get taken away over a small matter, it wouldn't be fair.

Overall, students should be allowed to have cell phones during school.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Score on
your own!

Student Name: **Exemplar 8-E**

Date: **February 27, 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/ evidence from sources <input type="checkbox"/> Clearly addresses alternate or opposing claim <input type="checkbox"/> Specific and precise use of citations <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Some evidence from sources is generally integrated <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input type="checkbox"/> Adequate use of some elaborative techniques <input type="checkbox"/> Adequate understanding of the topic or text is evident	<input type="checkbox"/> Uneven or limited support for claim with reasoning and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input type="checkbox"/> Uneven use of citations <input type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or absent or incorrect or irrelevant <input type="checkbox"/> Does not acknowledge or distinguish claim from alternate or opposing claim <input type="checkbox"/> Lacks citations <input type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Effectively establishes and maintains formal style	<input type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

I agree with the policy that schools should not allow cell phones. Phones are disruptive, distracting, and do more damage at school than good. They take away learning time and do not help students in the long run.

Cell phones have no reason to be needed at school. If a student needs to be contacted by someone of importance, if really necessary, it could be done through the school's office. When phones go off in class randomly, normally throwing the class into laughter or idle chattering, it takes away valuable learning time. Sometimes kids even use them to simply interrupt a class to kill time or in an attempt to be funny.

Distraction is a prominent disease amongst students. Many kids and teenagers would much rather be texting a friend or surfing the interwebs instead of sitting in a classroom. When given the unspoken option of using their phones to get on the internet or converse with theirs, a multitude of them jump at the chance. It doesn't even have to be the student's own phone. A classmate could distract them just much by messing around with their own cell phone. Social media can be as equally entertaining as texting or the internet. Music and videos on phones would often be chosen to be used compared to dull lectures and the tedious jotting down of notes.

Though many people are still critical over if schools should allow phones or not, most do know that use of phones can cause a lot of useless grief. Students may have a bone to pick with a classmate, and use their phones to spread hateful, malicious, messages about said classmate. Kids also steal other peer's phones out of envy, peer pressure, or cruelty. Many are often good at absconding with them and not getting caught for a while. This causes drama and trouble for the thief and the victim.

In conclusion, cell phones should not be allowed at school. They don't belong in a place of learning and are distracting. They cause disruption, distraction, and drama. They deprive kids of their education.

Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

**Score on
your own!**
February 27, 2013

Student Name: **Exemplar 8-F**

Date: February 27, 2013

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/ evidence from sources <input type="checkbox"/> Clearly addresses alternate or opposing claim <input type="checkbox"/> Specific and precise use of citations <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Some evidence from sources is generally integrated <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input type="checkbox"/> Adequate use of some elaborative techniques <input type="checkbox"/> Adequate understanding of the topic or text is evident	<input type="checkbox"/> Uneven or limited support for claim with reasoning and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input type="checkbox"/> Uneven use of citations <input type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or absent or incorrect or irrelevant <input type="checkbox"/> Does not acknowledge or distinguish claim from alternate or opposing claim <input type="checkbox"/> Lacks citations <input type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Effectively establishes and maintains formal style	<input type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

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Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: **Exemplar 8-E**

Date: **February 2013**

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input checked="" type="checkbox"/> Clearly states claim <input checked="" type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with reasons and evidence <input checked="" type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input checked="" type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input checked="" type="checkbox"/> Effective introduction clearly address audience and purpose <input checked="" type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input checked="" type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input checked="" type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input checked="" type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
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Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input type="checkbox"/> Precise use of academic language <input type="checkbox"/> Precise use of domain-specific vocabulary <input checked="" type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input checked="" type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input checked="" type="checkbox"/> Effectively establishes and maintains formal style	<input checked="" type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input checked="" type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
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Teacher Checklist

Grade 8 Argumentative Writing (part 1)

Write arguments to support claims with clear reasons and relevant evidence.

Student Name: Exemplar 8-F

Date: February 2013

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Statement of Purpose/Focus	<input checked="" type="checkbox"/> Clearly states claim <input checked="" type="checkbox"/> Consistently and clearly focused <input checked="" type="checkbox"/> Fully sustained with reasons and evidence <input checked="" type="checkbox"/> Strongly maintains context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <input type="checkbox"/> Adequately sustained (some loosely related reasons and evidence may be present) <input type="checkbox"/> Adequately maintains context for the claim	<input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat sustained or insufficiently sustained <input type="checkbox"/> Some context is provided	<input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient context for the claim is provided or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly address audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies, creating unity and completeness <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connections between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement or section enhances argument	<input checked="" type="checkbox"/> Adequate introduction addresses audience and purpose <input checked="" type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input checked="" type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input checked="" type="checkbox"/> Adequate connections between reasons and evidence (at times inconsistent or loosely connected) <input checked="" type="checkbox"/> Adequate concluding statement or section adequately supports argument	<input type="checkbox"/> Weak introduction <input type="checkbox"/> Flawed or inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connections between reasons and evidence <input type="checkbox"/> Weak conclusion provides limited or no support for the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connections between reasons and evidence <input type="checkbox"/> Lacks conclusion
Elaboration of Evidence	<input type="checkbox"/> Fully supports claim with logical reasoning and relevant evidence from accurate credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/evidence from sources <input type="checkbox"/> Clearly addresses alternate or opposing claim <input type="checkbox"/> Specific and precise use of citations <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input checked="" type="checkbox"/> Adequately supports claim with logical reasoning and relevant evidence from accurate credible sources <input checked="" type="checkbox"/> Some evidence from sources is generally integrated <input checked="" type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> General or imprecise use of citations <input checked="" type="checkbox"/> Adequate use of some elaborative techniques <input checked="" type="checkbox"/> Adequate understanding of the topic or text is evident	<input type="checkbox"/> Uneven or limited support for claim with reasoning and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> May imply an alternate or opposing claim <input type="checkbox"/> Uneven use of citations <input type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasoning and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or absent or incorrect or irrelevant <input type="checkbox"/> Does not acknowledge or distinguish claim from alternate or opposing claim <input checked="" type="checkbox"/> Lacks citations <input type="checkbox"/> No use of elaborative techniques <input type="checkbox"/> No understanding of the topic or text is evident

Argumentative checklist continues on next page.

Teacher Checklist

Grade 8 Argumentative Writing (part 2)

	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Limited Command
Language and Vocabulary	<input checked="" type="checkbox"/> Precise use of academic language <input checked="" type="checkbox"/> Precise use of domain-specific vocabulary <input checked="" type="checkbox"/> Appropriate use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effective use of words, phrases, and clauses to create cohesion and clarify relationships <input checked="" type="checkbox"/> Effectively establishes and maintains formal style	<input type="checkbox"/> Adequate use of academic language (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input checked="" type="checkbox"/> Adequate use of words, phrases, and clauses to create cohesion and clarify relationships <input type="checkbox"/> Generally maintains a formal style	<input type="checkbox"/> Uneven use of general language or simplistic language <input type="checkbox"/> Inappropriate use of domain-specific vocabulary <input type="checkbox"/> May use some language and vocabulary inappropriate for audience and purpose <input type="checkbox"/> May use some words, phrases, or clauses to create cohesion and indicate relationships <input type="checkbox"/> May include some elements of formal style	<input type="checkbox"/> Limited or vague or confusing use of language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Little or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no indication of cohesion <input type="checkbox"/> Little or no attention to formal style
Conventions	<input checked="" type="checkbox"/> Few, if any, errors in usage and sentence formation <input checked="" type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Comments:

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Argumentative Writing Rubric (Grades 6-11); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.

About the Nevada Department of Education

The vision of the Nevada Department of Education is *Success through Learning*.

Mission

The Nevada Department of Education's mission is to elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence.

The mission will be accomplished by focusing work on a set of key policy levers:

- Standards, data systems and accountability measures;
- Human capital;
- Responsible competition; and
- Managerial excellence and resource allocation.

State Educational Goals: 2020

1. Elevate student achievement results for all students
2. Improve the graduation rate including expanding the advanced diploma rate
3. Ensure college and career readiness when students graduate from high school
4. Ensure Nevada's students are educated by effective teachers and administrators
5. Support and expand innovative programs to improve learning
6. Increase productivity and return on investment

Strategies

The Nevada Department of Education, in cooperation with the Charter School Authority, will pursue its mission and achieve its goals with four major strategies:

1. Implement Standards and Assessments
2. Classify, Reward, and Support School, District and State Performance
3. Facilitate High Impact Instruction and Leadership
4. Achieve Management Integrity within the Education Department

Workgroup 1

Valorie A. Bringle
Team Leader
Clark County School District

Sue Slocum
Team Leader
Clark County School District

Mischelle Bain
Washoe County School District

Shan Cannon
Southern Nevada Regional
Professional Development Program

Debbie Carle
Nye County School District

Christine Chapin
Somerset Academy Charter School

Kristin Crawford
Silver Sands Montessori Charter School

Romelle (Rommy) Cronin
Douglas County School District

Kim Cuevas
Washoe County School District

Jennifer Ward DeJoseph
Carson City School District

Stacy Drum
Washoe County School District

Pamela Ertel
Douglas County School District

Katie Floyd
Nye County School District

Desiree Gray
Northwestern Nevada Regional
Professional Development Program

Mary Greenblat
Washoe County School District

Barbara Hansen
Somerset Academy Charter School

Margaret Kiser
Clark County School District

Sarah Ledon
Washoe County School District

Miyoko Loflin
Carson City School District

Kay Mobley
Nye County School District

Karina Nevers
Clark County School District

Carol Perrigo
Washoe County School District

Beth Prause
Carson City School District

Amy Raymer
Clark County School District

Tammy Reynolds
Clark County School District

Cathy Smales
Northeastern Nevada Regional
Professional Development Program

Chelli Smith
Southern Nevada Regional
Professional Development Program

Susan Van Doren
Douglas County School District

Ann Warren
Washoe County School District

Jessie Westmoreland
Northeastern Nevada Regional
Professional Development Program

Treana Whaley
Northeastern Nevada Regional
Professional Development Program