

# Grades 4–6

## B.E.S.T. Writing

### Argumentation Rubric



# THE B.E.S.T. STANDARDS

*Benchmarks for Excellent Student Thinking*

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing Rubric is a scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist educators with evaluating the strengths and weaknesses of student responses based on the text-based writing prompt/task included in the practice test (when available) as well as responses based on other text-based writing prompts/tasks educators choose in a classroom setting.

The B.E.S.T. Writing tests for all grade levels (4–10) will be administered as computer-based assessments. Paper-based assessments will be available for students with an IEP or 504 plan that specifies the need for a paper-based accommodation.

The B.E.S.T. Writing Assessment will be administered for the first time during the spring 2023 administration as a field test given to a representative sample of Florida students. Beginning with the 2023–24 school year, B.E.S.T. Writing will be administered once per year during the spring; however, it is not associated with any of the three progress monitoring events.

These rubrics are considered drafts until the conclusion of B.E.S.T. Writing Standard Setting following the 2022–23 school year, at which time panels of Florida educators will recommend writing scores to be used in the writing component of new school and district accountability calculations that are yet to be determined.

## Grades 4-6 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.\*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p><b>Above grade-level</b> accomplishment demonstrated.</p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument.</li> <li>Counterclaim(s) may be present.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall argument.</li> </ul>
<p>3</p> <p><b>Within the range of grade-level</b> performance.</p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development of ideas demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/ or rhetorical** techniques as appropriate to support the argument.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the argument.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall argument.</li> </ul>

<p>2 <b>Approaching the range of grade-level performance.</b></p>	<ul style="list-style-type: none"> <li>• Claim may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>• Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>• Transitions attempt to connect ideas but may lack variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Development may demonstrate partial or incomplete understanding of the topic.</li> <li>• Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>• Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument.</li> <li>• Lacks appropriate citations.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>• Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p>1 <b>Below grade-level performance demonstrated.</b></p>	<ul style="list-style-type: none"> <li>• Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from the sources may be absent, vague, and/or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing.</li> <li>• Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>

\*Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is a 2.

\*\*Grade 6