Definitions of LDC Argumentation Scoring Elements

Teacher Resource

Focus	The scoring element "focus" is initiated by the teacher prompt and addresses how clearly and completely the author responds to the prompt, establishing and developing a position, steadily and convincingly, with a focus on all aspects of the prompt throughout the piece.
Controlling Idea	The scoring element "controlling idea" addresses how well the claim is established and developed and, at level two, how fairly and thoroughly any counter claims are developed. It would be possible for the student to establish and develop a controlling idea but completely miss the focus by not responding to the prompt.
Reading/ Research	The scoring element "reading/research" addresses the effective use of the resources provided or researched to support the establishment and development of the controlling idea and the accuracy of quotation and paraphrasing.
Development	The scoring element "development" addresses whether there are enough appropriate and effective facts, reasons, examples, and details provided to support the claim and whether the author explicitly explains how the evidence supports the claim. At level three, the element addresses whether clarifying or illuminating connections are made to past or current issues or events.
Organization	The scoring element "organization" addresses how well an appropriate text structure is used to address the prompt and develop the controlling idea; how logically and effectively ideas are grouped and sequenced to support explanation and reasoning within the text structure; and how well terms related to the text structure (transition words) are used to support the organization.
Conventions	The scoring element "conventions" addresses correctness of grammar, usage, mechanics, tone and language. It also addresses the match of conventions to fit with the prompt, purpose, and audience and the effectiveness of conventions in supporting the coherent expression of ideas and reasoning. The appropriate use and correct formatting of citations is also included as a convention.
Content Understanding	The scoring element "content understanding" addresses the synthesis of relevant and accurate disciplinary content appropriate to the prompt and the presentation of that information in a way that demonstrates understanding. For example, understanding would be demonstrated through explanation and expansion on the information supporting the claims and counterclaims.

This teacher resource was created to provide further explanation of each scoring element of the LDC argumentation rubric. This document is intended to be used when scoring and/or facilitating student rubric translation.

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