

KAS Argumentation Rubric--11th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

| Scoring Elements | Novice | Apprentice | Proficient | Distinguished |
|------------------------------|---|---|--|---|
| Clarity and Coherence | Makes claim(s) that may lack focus or be unclear . Misses many or all demands of the prompt. | Makes general claim(s) that address the prompt, but may have lapses in focus. Attempts to address some demands of the prompt. | Introduces and maintains precise and knowledgeable claim(s) and establishes the significance of those claim(s). Addresses all demands of the prompt. | Thoroughly introduces and maintains precise, knowledgeable claim(s) and clearly establishes the significance of the claim(s). Thoroughly addresses all demands of the prompt. |
| Counterclaims | Makes an ineffective attempt or makes no attempt to acknowledge opposing claims. Makes an ineffective attempt or makes no attempt to counter and/or refute opposing claims. | Attempts to acknowledge opposing claims, but lacks insight, interpretation or clarification. Attempts to counter and/or refute opposing claims. | Acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. Counters and refutes opposing claims. | Skillfully acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. Thoroughly counters and refutes opposing claims with carefully selected evidence . |
| Support | Includes minimal or no purposeful support of claim(s) and/or opposing claims with evidence. Provides incomplete, inaccurate and/or irrelevant explanations of evidence and ideas. Provides minimal or unrelated reasoning to support claim(s). | Attempts to support claim(s) and/or opposing claims with evidence. Provides vague and/or general explanations of evidence and ideas. Provides vague and/or general reasoning to support claim(s). | Develops claim(s) and/or opposing claims fairly and thoroughly with logical reasoning and relevant evidence . Provides the most relevant evidence to support claim(s) and opposing claims. Provides reasoning that points out the strengths and limitations of claim(s) and opposing claims. | Fairly and thoroughly develops and supports claim(s) and/or opposing claims with insightful reasoning and carefully selected , relevant evidence that strengthens the argument . Provides thorough and effective explanations of the most relevant evidence and ideas. Provides complex reasoning to clarify the strengths, limitations and/or nuances of claim(s) and opposing claims. |
| Sourcing | Uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Cites little or no evidence. Little or no use of quotes and/or paraphrasing of details, examples and ideas. | Uses a minimum of two provided sources to attempt to support the claim(s) and/or opposing claims. Inconsistently cites evidence. Attempts to quote and/or paraphrase details, examples and ideas. | Accurately and effectively uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Effectively cites evidence by quoting and/or paraphrasing details, examples and ideas. | Accurately and skillfully uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Consistently and thoroughly cites evidence by quoting and/or paraphrasing details, examples and ideas. |
| Organization | Builds minimal or no overall structure for the argument. Ineffectively organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes a minimal attempt or makes no attempt to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence. Provides a weak conclusion or lacks a conclusion to support the argument presented. | Attempts to build a structure for the argument. Attempts to organize claim(s), counterclaims, reasons and evidence, but contains some lapses that disrupt the cohesion or are inappropriate for the context . Attempts to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are simple and infrequent . Provides a basic conclusion or concluding statement in an attempt to support the argument presented. | Builds and maintains a clear structure to develop the argument. Logically sequences claim(s), counterclaims, reasons and evidence. Uses effective words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical concluding statement or section that follows from and supports the argument presented. | Builds and maintains a sophisticated structure to develop the argument. Skillfully sequences claim(s), counterclaims, reasons and evidence to strengthen the argument . Consistently uses a variety of effective words, phrases and clauses as well as varied syntax to create a strong cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical, thorough concluding statement or section that follows from and clearly solidifies the argument presented. |

| Scoring Elements | Novice | Apprentice | Proficient | Distinguished |
|----------------------|--|--|---|---|
| Language/Conventions | <p>Lacks or uses an inappropriate formal tone or voice.</p> <p>Lacks a task appropriate writing style.</p> <p>Uses simple or inappropriate word choice.</p> <p>Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.</p> | <p>Uses a weak formal tone or voice and/or has lapses in appropriate formal tone or voice.</p> <p>Attempts to establish a task appropriate writing style.</p> <p>Attempts to use appropriate word choice.</p> <p>Makes frequent errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.</p> | <p>Establishes and maintains a formal tone or voice.</p> <p>Establishes and maintains a task appropriate writing style.</p> <p>Effectively uses appropriate word choice.</p> <p>Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.</p> | <p>Consistently establishes and maintains a sophisticated formal tone or voice.</p> <p>Consistently establishes and maintains a sophisticated, task appropriate writing style.</p> <p>Consistently uses effective and varied word choice.</p> <p>Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few, minor errors that do not interfere with understanding the writing.</p> |