

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.

Clarity and Coherence

Novice: Makes claim(s) that may **lack** focus or be **unclear**. **Misses many or all** demands of the prompt.

Apprentice: Makes **general** claim(s) that address the prompt, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt.

Proficient: Introduces and maintains **precise and knowledgeable claim(s)** and establishes the significance of the claim(s). Addresses **all** demands of the prompt.

Distinguished: **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

Novice: 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.

Apprentice: **Attempts** to acknowledge opposing claims, but **lacks** insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claims.

Proficient: Acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. **Counters and refutes** opposing claims.

Distinguished: **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

Novice: 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).

Apprentice: **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).

Proficient: 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.

Distinguished: 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

Novice: 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.

Apprentice: 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.

Proficient: **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.

Distinguished: 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

Novice: Builds **minimal or no overall** structure for the argument. **Ineffectively** organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes **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.

Apprentice: **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.

Proficient: 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.

Distinguished: 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.

Language/Conventions

Novice: **Lacks or uses an inappropriate** formal tone or voice. **Lacks** a task appropriate writing style. Uses **simple or inappropriate** word choice. **Makes significant** errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **interfere** with understanding the writing.

Apprentice: **Uses a weak formal tone or voice and/or has lapses** in appropriate formal tone or voice. **Attempts** to establish a task appropriate writing style. **Attempts** to use appropriate word choice. Makes **frequent** errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **may interfere** with understanding the writing.

Proficient: **Establishes and maintains** a formal tone or voice. **Establishes and maintains** a task appropriate writing style. **Effectively** uses appropriate word choice. **Effectively** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing.

Distinguished: **Consistently** establishes and maintains a **sophisticated** formal tone or voice. **Consistently** establishes and maintains a **sophisticated**, task appropriate writing style. **Consistently** uses **effective** and **varied** word choice. **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.