

## KAS Argumentation Rubric—8th 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 **clear and coherent** claim(s). Addresses **all** demands of the prompt.

**Distinguished:** Introduces and maintains clear, **credible** and coherent claim(s). **Thoroughly** addresses all demands of the prompt.

### Counterclaims

**Novice:** Makes an **ineffective attempt** or makes **no attempt** to acknowledge opposing claim(s). Makes an **ineffective attempt** or makes **no attempt** to counter and/or refute opposing claim(s).

**Apprentice:** **Attempts** to acknowledge opposing claim(s), but lacks insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claim(s).

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

**Distinguished:** **Skillfully** acknowledges and distinguishes opposing claim(s) with insight, interpretation or clarification. **Thoroughly** counters and refutes opposing claim(s) with **carefully selected evidence**.

### Support

**Novice:** Includes **minimal or no purposeful** support of claim(s) 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) with evidence. Provides **vague and/or general** explanations of evidence and ideas. Provides **vague and/or general** reasoning to support claim(s).

**Proficient:** Supports claim(s) with **logical reasons and relevant evidence**. Provides **logical** explanations of evidence and ideas. Provides reasoning that **clearly links evidence** to support claim(s).

**Distinguished:** **Thoroughly** supports claim(s) with logical reasons and **carefully selected**, relevant evidence that **strengthens the argument**. Provides **thorough and effective** explanations of evidence and ideas. Provides varied reasoning which **thoughtfully** links evidence to support claim(s).

## 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 claim(s). 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 claim(s). **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 claim(s). **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 claim(s). **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, evidence and reasoning, creating a lack of cohesion. Makes a **minimal attempt** or makes **no attempt** to use transitions to link claim(s), counterclaims, reasons and evidence. Provides a **weak conclusion or lacks a conclusion** to support the argument.

**Apprentice:** **Attempts** to build a structure for the argument. **Attempts** to organize claim(s), counterclaims, evidence and reasoning, but contains **some lapses that disrupt the cohesion or are inappropriate for the context**. **Attempts** to use transitions to link claim(s), counterclaims, reasons and evidence, but they are **simple and infrequent**. Provides a **basic** conclusion or **concluding statement in an attempt** to support the argument.

**Proficient:** Builds and **maintains a clear** structure to develop the argument. **Logically** organizes claim(s), counterclaims, evidence and reasoning. Uses **effective** transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **logical** conclusion to support the argument presented.

**Distinguished:** Builds and maintains a **sophisticated** structure to develop the argument. **Skillfully** organizes claim(s), counterclaims, evidence and reasoning to **strengthen the argument**. **Consistently** uses a **variety** of transitions as well

as **varied sentence structures** to create a **strong** cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **thorough** conclusion to support 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.