



KAS Argument Rubric—Grade 7

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, are unclear or not address prompt/task. Demonstrates an incomplete or inaccurate understanding of the topic or text(s). Lacks focus on task, purpose and audience. Misses many or all demands of the prompt/task.	Makes general claim(s) that address the prompt/task, but may have lapses in focus. Attempts to demonstrate an understanding of the topic or text(s). Attempts to focus on task, purpose and audience, but contains lapses . Attempts to address some demands of the prompt/task.	Introduces and maintains clear and coherent claim(s). Demonstrates a clear understanding of the topic or text(s). Maintains a clear focus on task, purpose and audience. Addresses all demands of the prompt/task.	Introduces and maintains clear, compelling and coherent claim(s). Demonstrates a thorough, insightful understanding of the topic or text(s). Maintains a consistent focus on task, purpose and audience which creates strong cohesion throughout the argument. Thoroughly addresses all demands of the prompt/task.
Counterclaims	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).	Attempts to acknowledge opposing claims, but insight, interpretation or clarification may be inconsistent, underdeveloped or absent . Attempts to counter and/or refute opposing claim(s).	Acknowledges opposing claim(s) with insight, interpretation or clarification. Counters and refutes opposing claim(s).	Skillfully acknowledges opposing claim(s) with compelling insight, interpretation or clarification. Thoroughly counters and refutes opposing claim(s) with carefully selected evidence .
Support	Includes minimal or no purposeful support of claim(s) with reasoning and 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) with reasoning and evidence. Provides vague and/or general explanations of evidence and ideas. Provides vague and/or general reasoning to support claim(s).	Supports claim(s) with logical reasoning and relevant evidence. Provides logical explanations of evidence and ideas. Provides reasoning that clearly links evidence to support claim(s).	Thoroughly supports claim(s) with logical reasoning and carefully selected , relevant evidence that strengthen the argument . Provides thorough and effective explanations of evidence and ideas. Provides varied reasoning which thoughtfully links evidence to support claim(s).
Sourcing	Uses few or no credible sources or ineffectively uses sources to support the claim(s) and to counter/refute opposing claims. Cites little or no evidence. Little or no use of quotes and/or paraphrasing of details, examples, ideas, data and conclusions. Provides minimal, incorrect or no in-text and bibliographic MLA or APA citation. May contain plagiarism.	Attempts to use multiple sources to support the claim(s) and to counter/refute the opposing claims. Inconsistently uses accurate and credible sources. Inconsistently cites evidence. Attempts to quote and/or paraphrase details, examples, ideas, data and conclusions. Attempts to avoid plagiarism. Provides limited in-text and bibliographic MLA or APA citation.	Effectively uses multiple accurate and credible sources to support the claim(s) and to counter/refute the opposing claims. Effectively cites evidence by quoting and/or paraphrasing details, examples, ideas, data and conclusions. Avoids plagiarism by effectively providing in-text and bibliographic MLA or APA citation.	Skillfully uses a variety of accurate and credible sources to thoroughly support the claim(s) and to counter/refute opposing claims. Consistently and thoroughly cites evidence by quoting and/or paraphrasing details, examples, ideas, data and conclusions. Avoids plagiarism by providing thorough , in-text and bibliographic MLA or APA citation.
Organization	Builds minimal or no overall structure for the argument. Ineffectively introduces claim(s) and counterclaims. Ineffectively organizes reasons and evidence, creating a lack of cohesion . Makes a minimal attempt or makes no attempt to use transitions to link claim(s). Provides a weak concluding statement or section or lacks a concluding statement or section to support the argument presented.	Attempts to build a structure for the argument. Attempts to introduce claim(s) and counterclaim(s). Attempts to organize reasons and evidence, but contains some lapses that disrupt the cohesion or are inappropriate for the context . Attempts to use transitions to link claim(s), but they are simple and infrequent . Provides a basic concluding statement or section in an attempt to support the argument presented.	Builds and maintains a clear structure to develop the argument. Introduces claim(s) and counterclaim(s), and organizes reasons and evidence logically . Uses effective transitions to create cohesion and clarify the relationships among claim(s). Provides a logical concluding statement or section that supports the argument presented.	Builds and maintains a sophisticated structure to develop and strengthen the argument. Skillfully introduces compelling claim(s) and counterclaim(s), organizes reasons and evidence 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). Provides a thorough concluding statement or section that solidifies the argument presented.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
Language/Conventions	<p>Lacks a task appropriate 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.</p>	<p>Uses a weak tone or voice and/or has lapses in a task appropriate 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.</p>	<p>Establishes and maintains a task appropriate 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.</p>	<p>Consistently establishes and maintains a sophisticated, task appropriate 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.</p>

KDE:OTL:DPS:KP:TC Revised 3/8/21