



## KAS Argument Rubric—Grade 8

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

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

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