



KAS Argument Rubric—Grades 9-10

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 do not address the prompt/task. 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 focus on task, purpose and audience, but contains lapses . Attempts to address some demands of the prompt/task.	Introduces and maintains precise claim(s) . Maintains a clear focus on task, purpose and audience. Addresses all demands of the prompt/task.	Thoroughly introduces and maintains precise, compelling claim(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 claims. Makes an ineffective attempt or makes no attempt to counter and/or refute opposing claims.	Attempts to acknowledge opposing claims, but insight, interpretation or clarification may be inconsistent, underdeveloped or absent . 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 compelling 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 counterclaims with evidence. Provides incomplete, inaccurate and/or irrelevant explanations of evidence and ideas. Provides minimal or unrelated reasoning to support claim(s) and/or counterclaims. Provides minimal or no development of claim(s) and counterclaims which lack anticipation of the audience's knowledge level and concerns.	Attempts to support claim(s) and/or counterclaims with evidence. Provides vague and/or general explanations of evidence and ideas. Provides vague and/or general reasoning in an attempt to support claim(s) and/or counterclaims. Attempts to develop claims(s) and counterclaims with evidence and reasoning that inconsistently anticipate the audience's knowledge level and concerns.	Develops claim(s) and counterclaims fairly with logical reasoning and relevant evidence . Provides logical explanations of the most relevant evidence and ideas. Provides reasoning that points out the strengths and limitations of claim(s) and counterclaims. Develops claim(s) and counterclaims with evidence and reasoning which clearly anticipate the audience's knowledge level and concerns.	Fairly and thoroughly develops and supports claim(s) and/or counterclaims with insightful reasoning and carefully selected , relevant evidence that strengthen 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 counterclaims. Develops claim(s) and counterclaims with evidence and reasoning which thoroughly and consistently anticipate the audience's knowledge level and concerns, strengthening the argument .
Sourcing	Uses few or no sources or ineffectively uses sources to support the claim(s) and/or counterclaims. Cites little or no evidence. Little or no use of quotes and/or paraphrasing of details, examples, ideas, data and conclusions. Minimal or no attempt to follow a standard format for citation. May contain plagiarism.	Uses multiple sources to attempt to support the claim(s) and/or counterclaims. Use of authoritative sources may be inconsistent . Inconsistently cites evidence. Attempts to quote and/or paraphrase details, examples, ideas, data and conclusions. Attempts to avoid plagiarism and attempts to follow a standard format for citation.	Accurately and effectively uses multiple, authoritative sources to support the claim(s) and/or counterclaims. Effectively cites evidence by quoting and/or paraphrasing details, examples, ideas, data and conclusions. Avoids plagiarism by effectively following a standard format for citation.	Accurately and skillfully uses multiple, authoritative sources to support the claim(s) and/or counterclaims. Consistently and thoroughly cites evidence by quoting and/or paraphrasing details, examples, ideas, data and conclusions. Avoids plagiarism by consistently and thoroughly following a standard format for citation.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
Organization	<p>Builds minimal or no overall structure for the argument.</p> <p>Ineffectively organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion.</p> <p>Makes a minimal attempt or makes no attempt to establish clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Makes a minimal attempt or makes no attempt to use transitions to link sections of the text cohesively and to clarify the relationships among claims(s), counterclaims, reasons and evidence.</p> <p>Provides a weak concluding statement or section or lacks a concluding statement or section that follows from and supports the argument presented.</p>	<p>Attempts to build a structure for the argument.</p> <p>Attempts to organize claim(s), counterclaims, reasons and evidence, but contains some lapses that disrupt the cohesion or are inappropriate for the context.</p> <p>Attempts to establish clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Attempts to use transitions to link sections of the text cohesively and to clarify the relationships among claim(s), counterclaims, reasons and evidence, but they are simple and infrequent.</p> <p>Provides a basic concluding statement or section in an attempt to follow from and support the argument presented.</p>	<p>Builds and maintains a clear structure to develop the argument.</p> <p>Logically organizes claim(s), counterclaims, reasons and evidence.</p> <p>Establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Uses effective transitions to link the major sections of the text cohesively and to clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Provides a logical concluding statement or section that follows from and supports the argument presented.</p>	<p>Builds and maintains a sophisticated structure to develop the argument.</p> <p>Skillfully organizes claim(s), counterclaims, reasons and evidence to strengthen the argument.</p> <p>Consistently and thoroughly establishes clear relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Consistently uses a variety of effective transitions to link the major sections of the text cohesively and to clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>Provides a logical, thorough concluding statement or section that follows from and clearly solidifies the argument presented.</p>
Language/Conventions	<p>Lacks a task appropriate 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 tone or voice and/or has lapses in a task appropriate 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 task appropriate 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 task appropriate 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>