

## 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.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
<b>Clarity and Coherence</b>	Makes claim(s) that may <b>lack</b> focus or be <b>unclear</b> . <b>Misses many or all</b> demands of the prompt.	Makes <b>general</b> claim(s) that address the prompt, but may have <b>lapses</b> in focus. <b>Attempts</b> to address <b>some</b> demands of the prompt.	Introduces and maintains <b>clear and coherent</b> claim(s). Addresses <b>all</b> demands of the prompt.	Introduces and maintains clear, <b>credible</b> and coherent claim(s). <b>Thoroughly</b> addresses all demands of the prompt.
<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 lacks insight, interpretation or clarification. <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 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>strengthens the argument</b> . Provides <b>thorough and effective</b> explanations of evidence and ideas. Provides varied reasoning which <b>thoughtfully</b> links evidence to support claim(s).
<b>Sourcing</b>	Uses <b>one or none</b> of the provided sources or <b>ineffectively</b> uses a minimum of two provided sources to support the claim(s) and/or 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.	Uses a minimum of two provided sources to <b>attempt</b> to support the claim(s) and/or opposing claim(s). <b>Inconsistently</b> cites evidence. <b>Attempts</b> to quote and/or paraphrase details, examples and ideas.	<b>Accurately and effectively</b> uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). <b>Effectively</b> cites evidence by quoting and/or paraphrasing details, examples and ideas.	Accurately and <b>skillfully</b> uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). <b>Consistently and thoroughly</b> cites evidence by quoting and/or paraphrasing details, examples and ideas.
<b>Organization</b>	Builds <b>minimal or no overall</b> structure for the argument. <b>Ineffectively</b> organizes claim(s), counterclaims, evidence and reasoning, 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 conclusion or lacks a conclusion</b> to support the argument.	<b>Attempts</b> to build a structure for the argument. <b>Attempts</b> to organize claim(s), counterclaims, evidence and reasoning, 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> conclusion or <b>concluding statement in an attempt</b> to support the argument.	Builds and <b>maintains a clear</b> structure to develop the argument. <b>Logically</b> organizes claim(s), counterclaims, evidence and reasoning. Uses <b>effective</b> transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a <b>logical</b> conclusion to support the argument presented.	Builds and maintains a <b>sophisticated</b> structure to develop the argument. <b>Skillfully</b> organizes claim(s), counterclaims, evidence and reasoning 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> conclusion to support the argument presented.
<b>Language/Conventions</b>	<b>Lacks or uses an inappropriate</b> formal tone or voice. <b>Lacks</b> a task appropriate writing style. Uses <b>simple or inappropriate</b> word choice.	<b>Uses a weak formal tone or voice and/or has lapses</b> in appropriate formal tone or voice. <b>Attempts</b> to establish a task appropriate writing style. <b>Attempts</b> to use appropriate word choice.	<b>Establishes and maintains</b> a formal tone or voice. <b>Establishes and maintains</b> a task appropriate writing style. <b>Effectively</b> uses appropriate word choice.	<b>Consistently</b> establishes and maintains a <b>sophisticated</b> formal tone or voice. <b>Consistently</b> establishes and maintains a <b>sophisticated</b> , task appropriate writing style. <b>Consistently</b> uses <b>effective</b> and <b>varied</b> word choice.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
	<p>Makes <b>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>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>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>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