

## KAS Argumentation Rubric--11th 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.

IDEAS
ORGANIZATION
VOICE
WORD CHOICE
SENT. FLUENCY
CONVENTIONS

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>precise and knowledgeable claim(s)</b> and establishes the significance of those claim(s). Addresses <b>all</b> demands of the prompt.	<b>Thoroughly</b> introduces and maintains precise, knowledgeable claim(s) and <b>clearly</b> establishes the significance of the 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 claims. Makes an <b>ineffective attempt</b> or makes <b>no attempt</b> to counter and/or refute opposing claims.	<b>Attempts</b> to acknowledge opposing claims, but <b>lacks</b> insight, interpretation or clarification. <b>Attempts</b> to counter and/or refute opposing claims.	<b>Acknowledges and distinguishes</b> claim(s) from alternate or opposing claims with insight, interpretation or clarification. <b>Counters and refutes</b> opposing claims.	<b>Skillfully</b> acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. <b>Thoroughly</b> counters and refutes opposing claims with <b>carefully selected evidence</b> .
<b>Support</b>	Includes <b>minimal or no purposeful</b> support of claim(s) and/or opposing claims 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) and/or opposing claims 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).	Develops claim(s) and/or opposing claims fairly and thoroughly with <b>logical reasoning and relevant evidence</b> . Provides <b>the most relevant</b> evidence to support claim(s) and opposing claims. Provides reasoning that <b>points out the strengths and limitations of claim(s)</b> and opposing claims.	<b>Fairly and thoroughly develops and supports</b> claim(s) and/or opposing claims with <b>insightful</b> reasoning and <b>carefully selected</b> , relevant evidence that <b>strengthens the argument</b> . Provides <b>thorough and effective explanations</b> of the most relevant evidence and ideas. Provides <b>complex</b> reasoning to <b>clarify</b> the strengths, limitations and/or <b>nuances</b> of claim(s) and opposing claims.
<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 claims. 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 claims. <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 claims. <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 claims. <b>Consistently and thoroughly</b> cites evidence by quoting and/or paraphrasing details, examples and ideas.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
<b>Organization</b>	<p>Builds <b>minimal or no overall</b> structure for the argument.</p> <p><b>Ineffectively</b> organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion.</p> <p>Makes a <b>minimal attempt</b> or makes <b>no attempt</b> to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence.</p> <p>Provides a <b>weak conclusion or lacks a conclusion</b> to support the argument presented.</p>	<p><b>Attempts</b> to build a structure for the argument.</p> <p><b>Attempts to organize</b> claim(s), counterclaims, reasons and evidence, but contains <b>some lapses that disrupt the cohesion or are inappropriate for the context.</b></p> <p><b>Attempts</b> to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are <b>simple and infrequent.</b></p> <p>Provides a <b>basic conclusion or concluding statement in an attempt</b> to support the argument presented.</p>	<p>Builds and <b>maintains a clear</b> structure to develop the argument.</p> <p><b>Logically sequences</b> claim(s), counterclaims, reasons and evidence.</p> <p>Uses <b>effective</b> words, phrases and clauses as well as <b>varied syntax to link the major sections of the text, create cohesion and clarify the relationships</b> between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims.</p> <p>Provides a <b>logical</b> concluding statement or section that follows from and supports the argument presented.</p>	<p>Builds and maintains a <b>sophisticated</b> structure to develop the argument.</p> <p><b>Skillfully</b> sequences claim(s), counterclaims, reasons and evidence to <b>strengthen the argument.</b></p> <p><b>Consistently</b> uses a <b>variety</b> of effective words, phrases and clauses as well as varied syntax to create a <b>strong</b> cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims.</p> <p>Provides a logical, <b>thorough</b> concluding statement or section that follows from and <b>clearly solidifies</b> the argument presented.</p>
<b>Language/ Conventions</b>	<p><b>Lacks or uses an inappropriate</b> formal 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 formal tone or voice and/or has lapses</b> in appropriate formal tone or voice.</p> <p><b>Attempts</b> to establish a task appropriate writing style.</p> <p><b>Attempts to use appropriate word choice.</b></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 formal 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> formal 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 and 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>