

Argument Writing Rubric Grade 7

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) (8W1a) ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a) ▪ organizes reasons and evidence logically (8W1a) ▪ uses words, phrases, and/or clause to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c) ▪ provides a concluding statement or section that follows from and supports the argument presented (8W1e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> • introduces the claim(s) (7W1a) • acknowledges alternate or opposing claims (7W1a) • organizes reasons and evidence logically (7W1a) • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (7W1c) • provides a concluding statement or section that follows from and supports the argument presented(7W1e) • produces clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the claim(s) ▪ attempts to acknowledge alternate or opposing claims ▪ attempts to organize reasons and evidence logically • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • attempts to provide a concluding statement or section that follows from and supports the argument presented • attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the claim(s) ▪ makes little or no attempt to acknowledge alternate or opposing claims ▪ makes little or no attempt to organize reasons and evidence logically • makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/Purpose 2 X ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b) ▪ skillfully uses accurate, credible resources (8W1b) ▪ skillfully uses relevant information from multiple print and digital sources (8W8) ▪ skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ skillfully follows a standard format for citation, when appropriate (8W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with logical reasoning and relevant evidence (7W1b) • uses accurate, credible sources (7W1b) ▪ uses relevant information from multiple print and digital sources (7W8) ▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) ▪ follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to support a claim with logical reasoning and relevant evidence • attempts to use accurate, credible sources • attempts to makes use of relevant information from multiple print and digital sources • attempts to quote or paraphrase the data and conclusions while avoiding plagiarism • attempts to follow a standard format for citation, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to support a claim with logical reasoning and relevant evidence ▪ makes little or no attempt to use accurate and credible resources ▪ makes little or no attempt to use relevant information from multiple print and digital sources ▪ makes little or no attempt to quote or paraphrase the data and conclusions while avoiding plagiarism ▪ makes little or no attempt to follow a standard format for citation, when appropriate 	Evidence/Elaboration 2 X ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style (8W1d) ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* ▪ has errors that do not interfere with understanding (8L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style (7W1d) ▪ demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (7L1-2)* ▪ has errors that do not interfere with understanding (7L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to establish and maintain a formal style ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to establish and maintain a formal style ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	Language/Conventions 1 X ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART
Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. (7W2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not, <i>He wore an old, green shirt.</i>) (7L2a) <p>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as <i>Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Avoids misplaced or dangling modifiers (7L1c) <p>Pronouns:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense.* (previous grade L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade 1e) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (previous grade L1g) 	<ul style="list-style-type: none"> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.