

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"> <li>▪ introduces the claim(s) (8W1a)</li> <li>▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a)</li> <li>▪ organizes reasons and evidence logically (8W1a)</li> <li>▪ uses words, phrases, and/or clause to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c)</li> <li>▪ provides a concluding statement or section that follows from and supports the argument presented (8W1e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces the claim(s) (7W1a)</li> <li>• acknowledges alternate or opposing claims (7W1a)</li> <li>• organizes reasons and evidence logically (7W1a)</li> <li>• uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (7W1c)</li> <li>• provides a concluding statement or section that follows from and supports the argument presented(7W1e)</li> <li>• produces clear and coherent writing appropriate to task, purpose, and audience (7W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to introduce the claim(s)</li> <li>▪ attempts to acknowledge alternate or opposing claims</li> <li>▪ attempts to organize reasons and evidence logically</li> <li>• attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>• attempts to provide a concluding statement or section that follows from and supports the argument presented</li> <li>• attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to introduce the claim(s)</li> <li>▪ makes little or no attempt to acknowledge alternate or opposing claims</li> <li>▪ makes little or no attempt to organize reasons and evidence logically</li> <li>• makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</li> <li>• makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented</li> <li>• makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose 2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b)</li> <li>▪ skillfully uses accurate, credible resources (8W1b)</li> <li>▪ skillfully uses relevant information from multiple print and digital sources (8W8)</li> <li>▪ skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ supports claim(s) with logical reasoning and relevant evidence (7W1b)</li> <li>• uses accurate, credible sources (7W1b)</li> <li>▪ uses relevant information from multiple print and digital sources (7W8)</li> <li>▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8)</li> <li>▪ follows a standard format for citation, when appropriate (7W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to support a claim with logical reasoning and relevant evidence</li> <li>• attempts to use accurate, credible sources</li> <li>• attempts to makes use of relevant information from multiple print and digital sources</li> <li>• attempts to quote or paraphrase the data and conclusions while avoiding plagiarism</li> <li>• attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to support a claim with logical reasoning and relevant evidence</li> <li>▪ makes little or no attempt to use accurate and credible resources</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>▪ makes little or no attempt to quote or paraphrase the data and conclusions while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style (8W1d)</li> <li>▪ employs language and tone appropriate to purpose and audience (L3)*</li> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>▪ has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style (7W1d)</li> <li>▪ employs language and tone appropriate to purpose and audience (L3)*</li> <li>▪ demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (7L1-2)*</li> <li>▪ has errors that do not interfere with understanding (7L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to establish and maintain a formal style</li> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to establish and maintain a formal style</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	<p>Language/Conventions 1 x</p>

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

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*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.