

# Gr. 7 Argument Writing Rubric

	Below	Approaching	Meets	Exemplary
Structure	<ul style="list-style-type: none"> <li>The writer pointed to the issue in the lead, but does not develop a specific claim, an engaging hook, and/or a larger context.</li> <li>The writer used only ordinary transitions (i.e., first, second, third) or none at all.</li> <li>In her conclusion, the writer repeated the main ideas briefly and/or ineffectively</li> <li>The writer used basic or overly predictable structures within and across the piece without considering the order or effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The writer wrote a lead that led to a claim or thesis, but the reader is left with some questions of context or why she should care.</li> <li>The writer used transitions to lead the reader from one part to the next, although some transitions are basic.</li> <li>In her conclusion, the writer reinforced the main points but needed to develop the significance or greater implications a bit more.</li> <li>The writer grouped information and related ideas in paragraphs and put them in order that makes sense in general.</li> </ul>	<ul style="list-style-type: none"> <li>The writer began with an interesting <b>lead</b> that explains the backstory behind the argument and gets the reader to see her point; the <b>nuanced claim</b> is clear what her piece would argue and what possible parts of the argument are.</li> <li>The writer used <b>transitions</b> to link the parts (i.e., claim, counterclaim, giving a reason, offering or analyzing evidence) of her argument and help the reader follow from part to part.</li> <li>In her <b>conclusion</b>, the writer reiterated how the support for her claim outweighed the counterclaim(s), restated the main points, responded to them, or highlighted the significance.</li> <li><b>The writer purposely arranged an organizational structure (parts of her piece within the whole) to suit her purpose and to lead readers from one claim, counterclaim, reason, or piece of evidence to another; she used topic sentences transitions and formatting to clarify the structure of the piece and to highlight her main points.</b></li> </ul>	<ul style="list-style-type: none"> <li>After hooking the reader, the writer provided specific context for her own as well as another's position(s), introduced her position with a nuanced claim, and oriented readers to the overall line of argument she would develop.</li> <li>The writer used transitions to lead readers across parts of the text and to help them know how parts of the text relate back to earlier parts.</li> <li>In her conclusion, the writer described the significance of her argument for stakeholders or offered additional insights, implications, questions, or challenges.</li> <li>The writer organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected; the writer created an organizational structure where sections build on each other in a logical and compelling fashion.</li> </ul>
Meaning	<ul style="list-style-type: none"> <li>The writer included limited information.</li> <li>There is no counterclaim mentioned.</li> <li>The writer made no mention of sources of information.</li> <li>The writer makes no mention of sources used.</li> <li>claim missing or unclear</li> </ul>	<ul style="list-style-type: none"> <li>The writer included varied kinds of evidence, but some of the information may not fit or support the topic.</li> <li>There is a hint of a counterclaim idea, but it needs to be developed.</li> <li>The writer worked to make her topic understandable, but it may be unclear why the audience should care about it.</li> <li>The writer incorporated some sources that make sense while some may not or may go unmentioned.</li> </ul>	<ul style="list-style-type: none"> <li><b>The writer included varied kinds of evidence (ethos, logos) such as facts, quotations, examples, and definitions.</b> She analyzed or explained the reasons and evidence, showing how they fit with her claim(s) and build her argument.</li> <li><b>The writer wrote about another possible position or positions--counterclaim(s)--and explained why the evidence for her position outweighed it.</b></li> <li>The writer worked to <b>make her argument compelling</b> as well as understandable. <b>She brought out why it matters and why the audience should care about it. (pathos)</b></li> <li>The writer consistently <b>incorporated and cited credible sources.</b></li> </ul>	<ul style="list-style-type: none"> <li>The writer brought out the aspects of the argument that were most significant to her audience and to her overall purpose(s).</li> <li>The writer wove in a counterclaim and explained its faults in a way that convinces the reader.</li> <li>The writer analyzes the relevance of the reasons and evidence for her claims as well as for the counterclaim(s) and helped readers understand each position. The writer made sure all of her analysis led readers to follow her line of argument.</li> <li>The writer incorporated trustworthy and significant sources and explained if and when a source seemed problematic.</li> </ul>

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Craft	<ul style="list-style-type: none"> <li>The writer used common language to explain her ideas.</li> <li>The writer told the information instead of using craft to explain it in more compelling ways.</li> <li>The writer's voice and tone is ordinary.</li> </ul>	<ul style="list-style-type: none"> <li>The writer used a few words or phrases purposefully to affect meaning and tone, but a bit more could be developed.</li> <li>The writer included a comparison, an example and/or an anecdote, but a bit more could be developed.</li> <li>The writer's voice and tone glimmers in a part or two.</li> </ul>	<ul style="list-style-type: none"> <li>The writer used <b>words</b> (<i>pathos</i>) purposefully to affect meaning and tone, including domain-specific, technical vocabulary and their definitions when appropriate.</li> <li>The writer chose <b>precise details</b> and used metaphors, anecdotes, images, or comparisons to explain what she meant.</li> <li>The writer used a formal <b>tone</b> but varied it appropriately to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>The writer chose particular language to make the reader learn, think, realize, or feel a particular way.</li> <li>The writer consistently used comparisons, analogies, vivid examples, and/or anecdotes to help readers grasp the meaning of concepts and the significance of information.</li> <li>The writer's voice shined; she may have varied her tone to match the different purposes of different sections of her piece. <b>Examples of voice/attitude is present</b></li> </ul>
Language	<ul style="list-style-type: none"> <li>The writer left many misspellings which affect the reading of this piece.</li> <li>The writer used similar and/or limited sentence structures.</li> <li>The writer misused or left out basic internal and end punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>The writer spelled correctly for the most part.</li> <li>The writer varied her sentence structure, sometimes using simple and complex sentences.</li> <li>The writer used internal and end punctuation appropriately for the most part.</li> </ul>	<ul style="list-style-type: none"> <li>The writer <b>spelled</b> accurately throughout.</li> <li>The writer varied her <b>sentence structure</b>, sometimes using simple and sometimes using complex sentence structure.</li> <li>The writer used internal and end <b>punctuation</b> appropriately (i.e., within sentences and when citing sources, including commas, dashes, parentheses, colons and semicolons).</li> </ul>	<ul style="list-style-type: none"> <li>The writer spelled flawlessly throughout.</li> <li>The writer used different sentence structures to achieve different purposes throughout her piece. (<b>Parallel structure, correlative conjunctions, superlatives</b>)</li> <li>The writer used internal and end punctuation effectively throughout.</li> </ul>