

7th/8th Grade Writing Rubric – Argumentative

CCSS Writing #1, Adapted from EGUSD

	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Content & Voice	A. Readers want more B. Confident/purposeful writing C. Distinct & unique voice/POV D. Skillfully adapted audience	A. Readers are interested B. Purposeful writing C. Strong voice/POV D. Engages the audience	A. Readers are happy B. Basic purpose C. Uses voice/POV D. Aware of an audience	A. Readers are pleased B. Limited in purpose C. Limited voice/POV D. Unsure of audience	A. Readers are confused B. Unsure of purpose C. Lacks voice/POV D. No sense of audience
Focus CCSS -W: 1a, 4	A. Insightfully addresses prompt B. Sophisticated thesis statement w/ clear claims	A. Competently addresses prompt B. Clear thesis statement and claims	A. Superficially addresses prompt B. Basic thesis statement and claims	A. Partially addresses prompt B. Weak thesis statement and claims	A. Minimally/does not address prompt B. Lacks thesis statement and claims
Organization / Structure CCSS – W: 1a, 1c, 1f, 4	A. Skillfully orients reader to topic(s) in intro using SAT B. Thoroughly develops claims(s) with relevant paragraphs C. Meaningful conclusion using TAS format D. Skillful transition words, phrases, and clauses	A. Orients reader to topic(s) in intro using SAT format B. Develops claims(s) with relevant paragraphs C. Thoughtful conclusion using TAS format D. Uses transition words, phrases, and clauses	A. Orients reader to claims(s) in intro using SAT format B. Superficially develops topic(s) w/ relevant paragraphs C. Uses TAS format D. Some transition words, phrases, and clauses	A. Inadequately orients reader to claims(s) in intro and does not use SAT format B. Inadequately develops topic(s) with minimal paragraphs C. Provides conclusion D. Limited transition words, phrases, and clauses	A. Fails to orient reader to claims(s) in intro or intro is missing B. Fails to develop topic(s) with paragraphs C. Provides an inadequate conclusion D. Few to no transition words, phrases, or clauses
Evidence/ Support CCSS -W: 1b, 9	A. Provides substantial and pertinent evidence to support claim(s) B. Effectively integrates and cites credible sources and/or text evidence C. Convincingly refutes specific counter-claim(s)	A. Provides sufficient and relevant evidence to support claim(s) B. Competently integrates and cites credible sources and/or text evidence C. Competently refutes specific counter-claim(s)	A. Provides limited and/or superficial evidence to support claim(s) B. Effectively integrates or cites adequate sources and/or text evidence C. Minimally refutes specific counter-claim(s)	A. Provides minimal and/or irrelevant evidence to support claim(s) B. Incorrectly integrates or cites sources and/or text evidence that may not be credible C. Acknowledges alternate or opposing claim(s)	A. Provides inaccurate, little, or no evidence to support claim(s) B. Does not use or cite sources and/or text evidence C. Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS-W: 1b, 9	A. Shows insightful understanding of topic B. Uses persuasive and valid reasoning to connect evidence with claim(s)	A. Shows competent understanding of topic B. Uses valid reasoning to connect evidence with claim(s)	A. Shows superficial understanding of topic B. Uses some valid and accurate reasoning to connect claim(s)	A. Shows limited/flawed understanding of topic B. Uses limited, simplistic and/or flawed reasoning to connect claim(s)	A. Shows inaccurate understanding of topic B. Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: 1, 2, 3	A. Purposeful sentence structure B. Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) C. Strategic use of vocabulary	A. Correct sentence structure B. Contains few, minor errors in conventions C. Competent use of vocabulary	A. Mostly correct sentence structure B. Contains some errors in conventions C. Basic use of vocabulary	A. Limited sentence structure B. Contains numerous errors in conventions C. Inadequate use of vocabulary	A. Lacks sentence mastery (e.g., fragments/run-ons) B. Contains an abundance of errors in conventions C. Fails to use vocabulary properly

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Strand	7 th Grade Standards	8 th Grade Standards
Writing	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.