

**Grade 7 Argument Rubric**

	<b>Prompt Task</b>	<b>Development of Argument</b>	<b>Organization</b>	<b>Language Use</b>
<b>5</b>	Provides a context for the issue. Takes a clear position. Acknowledges alternate or opposing viewpoint(s) without weakening position. Successfully uses ample relevant evidence from provided texts to support ideas.	Develops claim(s) by providing several thoughtful supporting ideas with complete explanation. Effectively explains ideas using ample specific, relevant, and somewhat elaborated reasons, examples, and/or details.	Has a clear, well-developed introduction. Provides a logical concluding statement or section. Organizes ideas effectively, using clear and appropriate paragraphing throughout the response. Consistently uses effective and varied transition words, phrases, and clauses within and between text sections.	Uses precise and varied word choice. Effectively varies sentence length and complexity. Establishes and maintains a style appropriate for the designated audience and purpose throughout the argument.
<b>4</b>	Writer's position on the issue is clear. Appropriately uses some evidence from provided texts to support ideas.	Develops claim(s) by providing several supporting ideas with adequate explanation. Explanation of ideas includes some specific and relevant reasons, examples, and/or details.	Has a clear, somewhat-developed introduction. Provides a clear concluding statement or section. Organizes ideas adequately, using appropriate paragraphing. Consistently uses simple and/or repetitive transitions within and between sections of text.	Uses mostly specific and somewhat varied word choice. Demonstrates adequate control of sentences with some variety in length and structure. Establishes a style appropriate for the designated audience and purpose and maintains it through most of the argument.

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	<b>Prompt Task</b>	<b>Development of Argument</b>	<b>Organization</b>	<b>Language Use</b>
<b>3</b>	Writer's position on the issue can be understood from the response as a whole. Evidence from provided texts is used but is limited, overused, or misrepresented.	Develops claim(s) by providing a few supporting ideas with limited or uneven explanation. Explanation of ideas includes few or only general reasons, examples, and/or details, and a few reasons, examples, and/or details may be repetitious or not relevant.	Provides a basic introduction and basic concluding statement or section. Groups related ideas together but the relationship among ideas may at times be unclear or parts of the argument may seem out of place. Sometimes uses transitions.	Uses general word choice. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences. Demonstrates some understanding of a style appropriate for the designated audience and purpose but fails to maintain it throughout the argument.
<b>2</b>	Writer's position on the issue changes within the response or is otherwise confusing. Attempts to use evidence from provided texts are unsuccessful (text sections are lifted exactly, misunderstood, or not relevant to the ideas they are used in support of).	Develops claim(s) by providing a few supporting ideas but explanation is minimal and superficial, and parts may be repetitious or not relevant.	Has minimal evidence of an introduction and/or a concluding statement or section. Groups a few related ideas together within the response but overall demonstrates weak paragraphing skills. Use of transitions is not controlled and may cause confusion.	Uses simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences. Style is not appropriate for the designated audience and/or purpose and is sometimes distracting.
<b>1</b>	Writer does not take a position on the issue. No attempt is made to use evidence from provided texts to support ideas.	Provides a few ideas but lacks explanation of ideas, only repeats ideas, or most ideas are not relevant. May demonstrate a lack of understanding of the purpose of argument writing.	Lacks an introduction and a concluding statement or section. Demonstrates no understanding of paragraphing (or response may be too short to assess). Transitions are not used.	Uses awkward, incorrect, and/or confusing word choice and sentence structure. Style is inappropriate for the designated audience and/or purpose and is distracting.