**Holistic Rubric for Argument Writing**

**Grade 7**

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| **Construct Measured** | **Score of 4** | **Score of 3** | **Score of 2** | **Score of 1** |
| **Reading/ Research** | The writing –   * makes effective use of available resources * skillfully/effectively supports an option with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available use of available resources * supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible resources\* | The writing –   * makes limited use of available resources * inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to support an opinion with relevant and sufficient facts and details from resources with accuracy * attempts to use credible sources\* |
| **Development of Ideas** | The writing –   * addresses all aspects of the writing task with a tightly focused response * establishes the significance of a claim or proposal * distinguishes the claim from alternate or opposing claims * skillfully supports claim(s) with logical reasoning and effective and relevant evidence | The writing –   * addresses the writing task with a focused response * establishes a plausible claim or proposal * acknowledges alternate or opposing claims * supports claim(s) with logical reasoning and sufficient and relevant evidence | The writing –   * addresses the writing task with an inconsistent focus * attempts to establish a plausible claim or proposal * inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence | The writing –   * attempts to address the writing task but lacks focus * attempts to establish a claim or proposal * supports claim(s) using reasons and evidence that are insufficient and/or irrelevant |
| **Organization** | The writing –   * effectively introduces the claim(s) * organizes reasons and evidence logically in a manner that supports the writing task * effectively uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence * provides an effective concluding statement or section that follows from and skillfully supports the argument presented | The writing –   * introduces the claim(s) * organizes reasons and evidence logically * uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence * provides a concluding statement or section that follows from and supports the argument presented | The writing –   * introduces the claim(s) * organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) * inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence * provides a sense of closure | The writing –   * identifies the claim(s) * has little or no evidence of purposeful organization |
| **Language and Conventions** | The writing –   * demonstrates an exemplary command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure * follows standard format for citation with few errors\* | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure * follows standard format for citation with few errors\* | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety * follows standard format for citation with several errors\* |  |

\*if applicable