

Kenai Peninsula Borough School District
Grade 8 Argumentative/Opinion Standard Based Rubric

	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;">Ideas and Organization Establishes context and purpose</p> <p>W.8.1a Introduce claim, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>A clear thesis sentence is apparent that introduces an insightful claim which also previews the topics for the following paragraphs in a creative way.</p> <p>The introduction grabs the reader's interest, acknowledges, explains, and discounts opposing claims.</p> <p>Paragraphs have clear effective topics.</p>	<p>A clear thesis sentence is apparent that introduces an insightful claim directly and effectively which also previews the topics for the following paragraphs.</p> <p>The introduction acknowledges the difference between an opposing claim.</p> <p>Paragraphs have the clear focused topics that were previewed in the thesis sentence.</p>	<p>A clear thesis sentence is apparent that introduces the claim and previews topics for the following paragraphs.</p> <p>The introduction acknowledges an opposing claim.</p> <p>Paragraphs have the topics that were previewed in the thesis sentence.</p>	<p>A thesis sentence doesn't exist or is apparent but the claim is unclear or does not preview the topics for the following paragraphs.</p> <p>There is no acknowledgment of an opposing claim.</p> <p>Paragraphs have vague or nonexistent topics or the topics were not previewed.</p>
<p style="text-align: center;">Content and Development Demonstrates critical thinking in order to develop the topic</p> <p>W 8.1b, W 8.9a, W 8.9b Support claim with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>Each topic is supported with 3 or more explained, well-chosen pieces of evidence from a credible source or text that discounts counter claims and anticipates the audience's knowledge level and concern.</p>	<p>Each topic is supported with 3 or more relevant pieces of on topic evidence from a credible source or text with some explanation to prove claim.</p>	<p>Each topic is supported with 3 pieces of relevant on topic evidence from a credible source or text.</p>	<p>Each topic is supported with less than 3 pieces of relevant on topic pieces of evidence or the support is not credible or do not support topic.</p>
<p style="text-align: center;">Transitions and Conclusions</p> <p>W 8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim, reasons, and evidence.</p> <p>W 8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>5 or more varied transition words, phrases, or clauses are found throughout the essay, used correctly, and distinguishes between topics, support, and claims.</p> <p>The essay is ended by a statement that summarizes the thesis, a final discount of counterclaims, and a thought provoking statement.</p>	<p>3-4 varied transition words, phrases, or clauses are found throughout the essay and are used correctly.</p> <p>The essay is ended by a statement that summarizes the thesis</p>	<p>Fewer than 3 varied transition words, phrases, or clauses are found throughout the essay and are used correctly.</p> <p>The essay is ended by a restatement of the thesis sentence and finishes the essay in a logical way but abrupt way.</p>	<p>Repetitive transitions words, phrases, or clauses are not used or are not used correctly.</p> <p>The essay is ended with a restatement of the thesis sentence but ends abruptly or does not conclude.</p>

<p>Style and Sentence Structure</p> <p>W 8.1d Establish and maintain a formal style.</p> <p>L. 8.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.</p> <p>L. 7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Formal, descriptive, and figurative language is found throughout the essay.</p> <p>Specific, relevant, and authoritative 8th grade language is used that enhances the claim.</p> <p>Uses multiple sentence types throughout the essay purposefully to enhance claim.</p>	<p>Formal and some figurative language is found throughout the essay</p> <p>Specific, relevant, and authoritative (i.e. no “I think”) 8th grade language is used that supports the claim.</p> <p>Uses multiple sentence types throughout the essay for creativity and reader’s interest</p>	<p>Formal language is found throughout the essay but includes no figurative language.</p> <p>Specific, relevant, and authoritative 8th grade language is mostly used.</p> <p>Uses 2-3 sentence types per paragraph.</p>	<p>1 or more pieces of informal language (i.e. slang) are used in the essay.</p> <p>Specific, relevant, and authoritative 8th grade language is not used consistently.</p> <p>Uses 2-3 sentence types in the whole essay and not per paragraph or has no variety.</p>
<p>Conventions</p> <p>L 7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>	<p>There are no run-ons or fragments.</p> <p>There are no mistakes with commas, spelling, or punctuation.</p>	<p>There are no run-ons or fragments.</p> <p>There are 1-2 mistakes with commas, spelling, or punctuation that do not hinder meaning.</p>	<p>There are 1-2 run-ons or fragments.</p> <p>There are 3-4 mistakes in commas, punctuation, and spelling and do not hinder meaning.</p>	<p>There are 3 or more run-ons or fragments and/or hinder meaning.</p> <p>There are more than 4 mistakes in commas, punctuation, and spelling and/or slightly hinder meaning.</p>

Alaska State Standards alignment (“W” = Writing strand; “L”= Language strand)