

# NTN Knowledge and Thinking Rubric for ELA Argumentation/Explanation, Grade 8

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.



NewTech Network

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT High School Ready*	P/ A	ADVANCED High School Level
<b>ARGUMENT/THESIS</b> <i>What is the evidence that the student can communicate an argument/thesis?</i>	<ul style="list-style-type: none"> <li>Argument/thesis is <b>unclear, missing, or off topic</b></li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis reflects a <b>general understanding</b> of the topic or text; may occasionally drift from the topic</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis is <b>clear</b> and demonstrates <b>understanding</b> of the topic or texts</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis is clear and demonstrates <b>engaged</b> reading and/or <b>critical</b> thinking</li> </ul>
<b>CLAIMS/SUPPORTING IDEAS</b> <i>What is the evidence that the student can develop claims that support the argument/thesis?</i>	<ul style="list-style-type: none"> <li>Includes <b>unclear</b> or <b>irrelevant</b> claims/supporting ideas</li> </ul>		<ul style="list-style-type: none"> <li>Includes claims/supporting ideas <b>related</b> to the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes claims/ideas that <b>support</b> the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes <b>specific</b> claims/ideas that support the argument/thesis</li> </ul>
<b>COUNTERCLAIMS (OPTIONAL)*</b> <i>What is the evidence that the student can address counterclaims?</i>	<ul style="list-style-type: none"> <li>Counterclaims are <b>absent</b> or <b>one side dominates</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Alludes to</b> questions or counterclaims; counterclaims may be <b>unclear</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Acknowledges clear</b> counterclaims</li> </ul>		<ul style="list-style-type: none"> <li><b>Develops and responds to clearly stated</b> counterclaims</li> </ul>
<b>EVIDENCE</b> <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> <li>Evidence (e.g. information, quotes, and examples) is <b>missing or irrelevant</b></li> <li>Evidence is used in an <b>awkward or confusing way</b></li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>limited, mostly relevant</b> evidence (e.g. information, quotes, and examples)</li> <li>Evidence is <b>unevenly</b> integrated into the writing</li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>sufficient, relevant</b> evidence (e.g. information, quotes, and examples)</li> <li>Evidence is <b>integrated</b> into the writing with <b>some lapses</b></li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>thorough</b>, relevant evidence (e.g. information, quotes, and examples)</li> <li>Evidence is <b>consistently</b> integrated into the writing</li> </ul>
<b>ANALYSIS OF IDEAS</b> <i>What is the evidence that the student can analyze and synthesize ideas?</i>	<ul style="list-style-type: none"> <li><b>Summarizes</b> evidence <b>without relating</b> it to the argument/thesis</li> <li>Draws <b>superficial</b> connections or conclusions from the evidence</li> <li><b>Presents</b> evidence <b>without noting</b> strengths, limitations, or discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>Summarizes evidence and <b>attempts</b> to relate it to the argument/thesis</li> <li>Draws <b>general or broad</b> conclusions from the evidence</li> <li><b>Generally acknowledges</b> strengths or limitations of evidence and/or discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li><b>Discusses</b> evidence and <b>begins</b> to relate it to the argument/thesis</li> <li><b>Makes connections</b> and <b>draws</b> conclusions from the evidence</li> <li><b>Acknowledges and begins to explain</b> the strengths or limitations of evidence, <b>noting</b> discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>Discusses and <b>relates</b> evidence to the argument/thesis</li> <li>Makes connections and draws <b>clear conclusions</b> from the evidence</li> <li><b>Explains</b> the strengths and limitations of evidence, <b>addressing</b> any discrepancies between sources (when appropriate)</li> </ul>

\*Counterclaims will not be required or appropriate for all kinds of writing (e.g. explanatory) and should be considered optional based on task requirements

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