

STATE ASSESSMENT RUBRICS

Georgia Milestones Grade 7 ELA EOG Writing Rubrics: Two-Trait Rubric, Genre: Argumentative

Grades 7 7 points total 2 criteria GA State assessment rubrics

The Georgia Milestones Grade 7 ELA EOG Writing Rubrics: Two-Trait Rubric, Genre: Argumentative scored out of 7 points across 2 criteria, for argumentative writing at grades 7.

SOURCE AND ATTRIBUTION

This rubric was written and published by Georgia Department of Education (GaDOE). NudgeLearn did not author it and claims no ownership of it; it is reproduced here with attribution so it can be printed. Rubrics are revised periodically, so check the official document before using this for a graded assessment.

https://odysseycharterschool.net/wp-content/uploads/GM_Gr7_ELA_StudyGuide.pdf

How it is scored

CRITERION	POINTS	LEVELS
Idea Development, Organization, and Coherence (Trait 1)	4	5
Language Usage and Conventions (Trait 2)	3	4
Total	7	

The full rubric

Idea Development, Organization, and Coherence (Trait 1) · 4 points

SCORE	WHAT EARNS IT
4 pts	The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence. • Effectively introduces claim(s) • Uses an organizational strategy to clearly present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
3 pts	The student's response is a complete argument that develops and supports claims with some text-based evidence. • Clearly introduces claim(s) • Uses an organizational strategy to present reasons and evidence • Uses facts, details, definitions, examples, and/or other information to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words, phrases, or clauses that connect and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently that is appropriate for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented

SCORE	WHAT EARNS IT
2 pts	The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence. • Attempts to introduce claim(s) • Attempts to use an organizational structure which may be formulaic • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Uses few words, phrases, or clauses to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented
1 pt	The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence. • May not introduce claim(s), or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claim(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
0 pts	The student will receive a condition code for various reasons: • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Language Usage and Conventions (Trait 2) • 3 points

SCORE	WHAT EARNS IT
3 pts	The student's response demonstrates full command of language usage and conventions. • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
2 pts	The student's response demonstrates partial command of language usage and conventions. • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
1 pt	The student's response demonstrates weak command of language usage and conventions. • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
0 pts	The student will receive a condition code for various reasons: • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Scoring record

Student	Assignment	Date
CRITERION	SCORE	COMMENTS
Idea Development, Organization, and Coherence (Trait 1)	/ 4	
Language Usage and Conventions (Trait 2)	/ 3	
Total	/ 7	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/ga-milestones-argumentative