

Rubric: Unit 2 Performance Task 4

| Criteria | Beginning | Emerging | Proficient | Advanced |
|---|--|--|--|---|
| Counter Claim W.9-10.1a | States counter claim that does not accurately challenge original claim. Counter claim is not refuted by evidence. | States counter claim that challenges original claim. Counter claim is refuted by evidence, though perhaps not effectively. | Clearly states counter claim that accurately challenges original claim. Counter claim is effectively refuted by evidence. | Clearly states counter claim that accurately and expertly challenges original claim. Counter claim is effectively refuted by a variety of evidence. |
| Develop Claims and Counter Claims W.9-10.1b | Claim is not supported, or support offered does not clearly relate to the prompt. | Claim is understandable, and supports claim, although inconsistent. | Claim is supported with ample details, examples, and facts, and they support argument in an engaging manner. | Claim is well-explained and supported. Argument is written in a level of expertise. |
| Transitions/Links W.9-10.1c | Transitions are either missing or do not appropriately connect ideas and concepts. Does not have a clear system of organization. It is difficult to discern the relationships among claims, counterclaims, reasons, and evidence. | Includes transitions, but they are not appropriate to show the relationship among ideas and concepts. Shows some organization, and in some areas, connects the relationships among claims, counterclaims, reasons, and evidence, but I am not consistent. | Transitions are all phrases or sentences that clearly connect ideas. Uses a system of organization that clearly connects the relationships among claims, counterclaims, reasons, and evidence. | Transitions are incorporated creatively to connect ideas and concepts. Uses a system of organization that seamlessly connects claims, counterclaims, reasons, and evidence. |
| Collaboration & Coordination SL.9-10-1 | Rarely and/or with considerable assistance initiates and participates in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly | Occasionally and/or with prompting initiates and participates in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively | Usually and reasonably initiates and participates in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively | Consistently and effectively initiates and participates in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively |
| Conventions of Standard English L. 9-10-1 | Rarely uses command of the conventions of standard English grammar and usage | Occasionally uses command of the conventions of standard English grammar and usage | Usually uses command of the conventions of standard English grammar and usage | Consistently uses command of the conventions of standard English grammar and usage |

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| | when writing or speaking. | when writing or speaking. | when writing or speaking. | when writing or speaking. |
|--|---|---|---|---|
| | a. Use parallel structure. | a. Use parallel structure. | a. Use parallel structure. | a. Use parallel structure. |
| | b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |