

Argument Writing Rubric  
Grades 9-10

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces precise, knowledgeable claim(s) (11-12W1a)</li> <li>establishes the significance of the claim(s) (11-12W1a)</li> <li>skillfully distinguishes the claim(s) from alternate or opposing claims</li> <li>creates an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence (11-12W1a)</li> <li>uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (11-12Wc)</li> <li>skillfully provides a concluding statement or section that follows from and skillfully supports the argument presented (11-12W1e)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces precise claim(s)</li> <li>distinguishes the claim(s) from alternate or opposing claims (9-10W1a)</li> <li>creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a)</li> <li>uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1.c)</li> <li>provides a concluding statement or section that follows from and supports the argument presented (9-10W1e)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (9W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the claim(s)</li> <li>attempts to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>attempts to create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>attempts to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>attempts to provide a concluding statement or section that follows from and supports the argument presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the claim(s)</li> <li>makes little or no attempt to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>makes little or no attempt to create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>makes little or no attempt to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	Organization/Purpose $\frac{1}{2} \times \frac{1}{2} =$
<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases (11-12W1b)</li> <li>skillfully uses relevant information from multiple authoritative print and digital sources (11-12W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source (11-12W8)</li> <li>skillfully follows a standard format for citation, when appropriate (11-12W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1b)</li> <li>uses relevant information from multiple authoritative print and digital sources (9-10W8)</li> <li>integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W8)</li> <li>follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</li> <li>attempts to use relevant information from multiple authoritative print and digital sources</li> <li>attempts to integrate information into the text selectively to maintain the flow of ideas and avoid plagiarism</li> <li>attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</li> <li>makes little to no attempt to use relevant information from multiple authoritative print and digital sources</li> <li>makes little or no attempt to integrate information into the text selectively to maintain the flow of ideas to avoid plagiarism</li> <li>makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	Evidence/Elaboration $\frac{1}{2} \times \frac{1}{2} =$

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (11-12W1d)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>has errors that do not interfere with understanding(11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10Wd)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	Language/Conventions 1x

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 3

## CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly. (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades. (L2a)</li> </ul>	<p>Semicolons:</p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a)</li> </ul> <p>Colons:</p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation. (9-10L2b)</li> </ul>	<p>Parallel Construction (9-10L1a):</p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>)</li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle, not parallel: <i>Jamilah likes to hike, to swim, and rides a bicycle.</i></i></li> </ul> <p>Phrases and Clauses (9-10L1b):</p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent;</li> <li>Uses noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades. (L1)</li> </ul>

\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.