

## Argumentation Text-Based Writing Rubric History/Social Studies, Science, & Technical Subjects Grades 9–10

	Score of 4	Score of 3	Score of 2	Score of 1
<b>Reading/Research</b> 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ skillfully/effectively supports credible claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ supports credible claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently supports claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ inconsistently uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to support claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses all aspects of the writing task with a tightly focused response</li> <li>▪ skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>▪ skillfully develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ Integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>▪ develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with an inconsistent focus</li> <li>▪ inconsistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>▪ inconsistently develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to address the writing task but lacks focus</li> <li>▪ attempts to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>▪ attempts to establish a claim</li> <li>▪ supports claim(s) using evidence that is insufficient and/or irrelevant</li> </ul>
<b>Organization</b> 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims</li> <li>▪ effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>▪ skillfully uses words, phrases, and/or 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>▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented</li> <li>▪ skillfully uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims</li> <li>▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>▪ uses words, phrases, and/or 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>▪ provides a concluding statement or section that follows from and supports the argument presented</li> <li>▪ uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</li> <li>▪ inconsistently uses words, phrases, and/or 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>▪ provides a sense of closure</li> <li>▪ inconsistently uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ identifies the claim(s)</li> <li>▪ has little or no evidence of purposeful organization</li> <li>▪ attempts to use technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>
<b>Language/Convention</b> 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates an exemplary command of standard English conventions</li> <li>▪ skillfully employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> <li>▪ follows a standard format for citation*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>▪ inconsistently employs language and tone appropriate to audience and purpose</li> <li>▪ has some sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with several errors*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>▪ employs language and tone that are inappropriate to audience and purpose</li> <li>▪ has frequent and severe sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with significant errors*</li> </ul>