## Argumentation Text-Based Writing Rubric
### Grades 9–10

| Reading/Res 2 x _ _ _ _ _ | The writing –
|--------------------------|-----------------
| Score of 4              | makes effective use of available resources
|                         | skillfully reflects credible claim(s) with relevant and sufficient facts and details from resources with accuracy
|                         | uses credible sources*
| Score of 3              | makes adequate use of available resources
|                         | supports credible claim(s) with relevant and sufficient facts and details from resources with accuracy
|                         | uses credible sources*
| Score of 2              | makes limited use of available resources
|                         | inconsistently supports claim(s) with relevant and sufficient facts and details from resources with accuracy
|                         | inconsistently uses credible sources*
| Score of 1              | makes inadequate use of available resources
|                         | fails to support claim(s) with relevant and sufficient facts and details from resources with accuracy
|                         | attempts to use credible sources*

| Development 3 x _ _ _ _ _ | The writing –
|---------------------------|-----------------
| Score of 4               | addresses all aspects of the writing task with a tightly focused response
|                         | skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism
|                         | 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
| Score of 3               | introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claims
|                         | creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence
|                         | 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
|                         | provides an effective concluding statement or section that follows from and skillfully supports the argument presented
|                         | skillfully uses technology, including the internet, to produce, publish, and update individual or shared writing products*
| Score of 2               | attempts to establish a claim
|                         | 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
| Score of 1               | attempts to address the writing task but lacks focus
|                         | attempts to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism
|                         | establishes a claim
|                         | consistently 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

| Organization 2 x _ _ _ _ _ | The writing –
|---------------------------|-----------------
| Score of 4               | effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims
|                         | effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence
|                         | 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
| Score of 3               | has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)
|                         | 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
|                          | provides a sense of closure
|                         | inconsistently uses technology, including the internet, to produce, publish, and update individual or shared writing products*
| Score of 2               | 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
| Score of 1               | establishes a claim
|                         | consistently 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

| Language/Convention 1 x _ _ _ _ _ | The writing –
|-----------------------------------|-----------------
| Score of 4                        | demonstrates a command of standard English conventions; errors do not interfere with understanding
|                                   | employs language and tone appropriate to audience and purpose
|                                   | has sentences that are skillfully constructed with appropriate variety in length and structure
|                                   | follows standard format for citation with few errors*
| Score of 3                        | demonstrates a command of standard English conventions; errors do not interfere with understanding
|                                   | employs language and tone appropriate to audience and purpose
|                                   | has sentences that are generally complete with sufficient variety in length and structure
|                                   | follows a standard format for citation*
| Score of 2                        | demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding
|                                   | inconsistently employs language and tone appropriate to audience and purpose
|                                   | has some sentence formation errors and/or a lack of sentence variety
|                                   | follows standard format for citation with several errors*
| Score of 1                        | demonstrates a weak command of standard English conventions; errors interfere with understanding
|                                   | employs language and tone that are inappropriate to audience and purpose
|                                   | has frequent and severe sentence formation errors and/or a lack of sentence variety
|                                   | follows standard format for citation with significant errors*

*If applicable*