9th/10th Grade Elk Grove Unified School District Writing Rubric – Argument (CCSS Writing #1)

(Revised 12.10.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Claim CCSS – W: ➢ 1a ➢ 1b ➢ 1d ➢ 4	• Insightfully addresses all aspects of the prompt • Introduces artful and precise claim(s) in a sophisticated thesis statement.	• Competently addresses all aspects of the prompt • Introduces precise claim(s) in a clear thesis statement	• Superficially addresses all aspects of the prompt • Introduces reasonable claim(s) in a thesis statement	• Partially addresses aspects of the prompt • Introduces superficial or flawed claim(s) in a weak thesis statement	• Minimally addresses some aspect of the prompt • Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure CCSS – W: ➢ 1a ➢ 1b ➢ 1c ➢ 1e ➢ 4	• Skillfully orients reader to topic(s) in introduction • Thoroughly develops claim(s) with relevant body paragraphs • Provides a meaningful and reflective conclusion which draws from and supports claim(s) • Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs • Includes purposeful and logical progression of ideas from beginning to end	• Orients reader to topic(s) in introduction • Develops claim(s) with relevant body paragraphs • Provides a conclusion that follows from and supports claim(s) • Creates cohesion through linking words, phrases, and clauses within and between paragraphs • Includes logical progression of ideas from beginning to end	• Partially orients reader to topic(s) in introduction • Superficially develops claim(s) with body paragraphs • Provides a conclusion which repetitively or partially supports claim(s) • Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs • Includes adequate progression of ideas from beginning to end	• Inadequately orients reader to topic(s) in introduction • Inadequately develops claim(s) with minimal body paragraphs • Provides an inadequate conclusion • Uses limited and/or inappropriate linking words, phrases, or clauses • Includes uneven progression of ideas from beginning to end	• Fails to orient reader to topic(s) in introduction or introduction is missing • Fails to develop claim(s) with body paragraphs • Omits conclusion • Uses few to no linking words, phrases, or clauses • Includes little or no discernible organization of ideas
Evidence/ Support CCSS – W: ➢ 1b ➢ 2b ➢ 9	• Provides substantial and pertinent evidence to support claim(s) • Seamlessly and effectively integrates and cites credible sources and/or textual evidence • Convincingly refutes specific counter-claim(s)	• Provides sufficient and relevant evidence to support claim(s) • Competently integrates and cites credible sources and/or textual evidence • Competently refutes specific counter-claim(s)	• Provides limited and/or superficial evidence to support claim(s) • Ineffectively integrates and cites adequate sources and/or textual evidence • Minimally refutes counter-claim(s)	• Provides minimal and/or irrelevant evidence to support claim(s) • Incorrectly integrates or cites sources and/or textual evidence that may not be credible • Acknowledges alternate or opposing claim(s)	• Provides inaccurate, little, or no evidence to support claim(s) • Does not use or cite sources and/or textual evidence • Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS – W: ➢ 1b ➢ 9	• Shows insightful understanding of topic/text • Uses persuasive and valid reasoning to connect evidence with claim(s)	• Shows competent understanding of topic/text • Uses valid reasoning to connect evidence with claim(s)	• Shows superficial understanding of topic/text • Uses some valid and accurate reasoning to connect evidence with claim(s)	• Shows limited understanding and/or flawed understanding of topic/text • Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)	• Shows no understanding of topic/text • Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: ➢ 1 ➢ 2 ➢ 3	• Uses purposeful and varied sentence structure • Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) • Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	• Uses correct and varied sentence structure • Contains few, minor errors in conventions • Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	• Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	• Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	• Lacks sentence mastery (e.g., fragments/ run-ons) • Contains serious and pervasive errors in conventions • Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Strand	9th/10th CCSS-Aligned Standards

Writing	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipate the audience's knowledge level and concerns.
	  c. 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.
	  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	  e. Provide a concluding statement or section that follows from and supports the argument presented.
	
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grades 9th/10th Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid of the Bible or how a later author draws on a play by Shakespeare]").
	  b. Apply grades 9th/10th Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  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.
	
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a – 2c are not written on this document.)
	
	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turbian's *Manual for Writers*) appropriate for the discipline and writing type.