**Grades 9-10 Argumentative Writing Rubric**

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|  | **Advanced Understanding** | **Meets the Standard** | **Approaching** | **Does Not Meet** |
| **W.9-10.1.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. | Introduces topic with particularly **precise claim(s);** delineates opposing claims;develops text with **logically-sequenced** evidence which **fully** reveals the complexity of the topic; text is **designed to enhance understanding**. | Introduces topic with **precise claim(s);** delineates opposing claims;develops text with **logically-sequenced** evidence that establishes clear relationships; text is **designed to assist understanding**. | Introduces the topic with **general claim(s);** makes note of opposing claims; develops text with **sequenced** evidence; text shows some understanding of **components of argumentation.** | **Minimal or unfocused** claim(s) simplifies or misrepresents the topic; sequence of information is **unclear; little attention** to opposing claims or development of argumentation. |
| **W.9-10.1.b** Develop 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. | Develops claims and counterclaims **fairly** with the **most relevant evidence**, showing a **sophisticated understanding** of the audience’s knowledge level and concerns. | Develops claims and counterclaims **fairly** with the **most relevant evidence**, **anticipating** the audience’s knowledge level and concerns. | Develops claims and counterclaims with the **some relevant evidence**, **anticipating some of** the audience’s knowledge level and concerns. | Response is significantly **underdeveloped** and/or **does not address** the audience’s knowledge level and concerns. |
| **W.9-10.1.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. | Transitions and syntax **establish fluency** between major sections of the text, **create cohesion,** and **clarify relationships.** | Transitions and syntax **mostly establish fluency** between major sections of the text, **create cohesion,** and **clarify relationships.** | Transitions and syntax establishes a **simple or implied** pattern of information between ideas and concepts. | Connections between ideas are **weak**. |
| **W.9-10.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. | Response establishes and maintains an **effective** style. | Response establishes and maintains a **mostly** effective style. | Response has a style that is **somewhat** effective. | Response has a style that is **minimally** effective. |
| **W.9-10.1.e** Provide a concluding statement or section that follows from and supports the argument presented. | Conclusion **adds to the substance and implications** of the response. | Conclusion **logically supports** the information presented. | Conclusion **somewhat supports** the information presented. | Conclusion is **minimal** or missing. |
| **L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrates **full command** of the conventions of standard English at an appropriate level of complexity; a **few minor errors** in mechanics, grammar and usage, but **meaning is clear.** | Demonstrates **command** of the conventions of standard English at an appropriate level of complexity; **some errors** in mechanics, grammar and usage, but **meaning is clear.** | Demonstrates **some command** of conventions of standard English at appropriate level of complexity; may be errors in mechanics, grammar and usage that **occasionally impede understanding**, but **meaning is generally clear.** | Demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity; errors in mechanics, grammar and usage **often impede understanding.** |