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| **Argumentative Writing Rubric** | **Advanced** | **Proficient** | **Basic** | **Minimal** |  |
| **12** | **11-9** | **8-5** | **4-1** | **0** |
| **4 points** | **3 points** | **2 points** | **1 point** | **0 points** |
| Development of Ideas  W.9-10.1a | * A clear, consistently focused stance from which to argue and gather information. * Shows a complete understanding of the given task by having precise controlling idea or claim(s) in response to a specific topic. * Identify alternate or opposing claims and state those claims within writing. * Supply ideas that are fully developed by using logical and convincing reasoned evidence to disprove/discredit opposing claims (counterclaims). * Evidence from the text and details are specific, relevant, and accurate. | * A generally clear and focused stance from which to argue and gather information. * Shows a general understanding of the given task by having an idea or claim(s) in response to a specific topic. * Supply ideas that are adequately developed by using logical reasoned evidence. * Evidence from the text and details are, for the most part, relevant and accurate. | * Stance is vague from which to argue and gather information. * Shows a partial understanding of the given task. * Supply ideas that are somewhat developed by using some reasoning and some evidence. * Evidence from the text and details may be irrelevant, may be merely listed, and may or may not be found in the text. | * Stance is unclear from which to argue and gather information. * Shows a lack understanding of the given task. * Supply ideas that are developed by using limited reasoning and little to no evidence. * Evidence from the text and details are irrelevant and/or inaccurate.. | * Writing is unclear from which to argue and gather information. * Shows no understanding of the given task. * Supply ideas that use no reasoning and no evidence. * Evidence from the text and details are irrelevant and/or inaccurate |
| Writing Organization  W.9-10.1.a.b.c.d.e. | * Demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas by showing the relationship between claim(s), counterclaims, reasons, and evidence and by writing reasoned, unbiased explanation of both claim(s) and counterclaim(s). * Identify and discuss the strengths and limitations of both claims and counterclaims refuting opposing positions fairly. * Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response. | * Demonstrates evidence of planning and a progression of ideas that allows the reader to easily follow the writer’s ideas by showing the relationship between claim(s), counterclaims, reasons, and evidence and by writing reasoned, unbiased explanation of both claim(s) and counterclaim(s). * Identify and discuss the strengths and/or limitations of claims and/or counterclaims but refutes opposing positions fairly. * Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an introduction and conclusion that contribute to cohesiveness of the response. | * Demonstrates evidence of planning and some logical progression of ideas that allows the reader to easily follow the writer’s ideas. * May or may not identify and discuss the strengths and/or limitations of claims and/or counterclaims; may or may not refutes opposing positions. * Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure. | * Demonstrates an attempt of planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s ideas. * Does not identify and/or discuss the strengths and limitations of both claims and counterclaims; does not refute opposing positions. * Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an introduction and conclusion that are inappropriate and/or disconnected, lacks cohesiveness. | * Lacks planning (random order) or of ideas is making it difficult for the reader to follow the writer’s ideas. * Does not identify and/or discuss the strengths and limitations of both claims and counterclaims; does not refute opposing positions. * Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing lacks an introduction and conclusion that lacks cohesiveness and clarity. |
| Language conventions of Grammar & Usage  W.9-10.1.c.d.  L.9-10.1.2.3.4.5.6 | Feedback Notes for Improvement | | * Word choice is precise, effective, and purposeful. * Sentences are fluent and varied in length and structure. * Use consistent style, tone, voice, and mood appropriate to task, purpose, and audience. * Words, phrases, and clauses to link major sections of a text to promote cohesion. * May contain a few minor errors in grammar and usage, but they do not interfere with meaning. | * Maintains a tone inappropriate to task, purpose, and/or audience. * Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. * May contain a pattern of errors in grammar and usage that occasionally impedes meaning | * Fails to maintain tone appropriate to task, purpose, and audience. * Words are functional and simple and/or may be inappropriate to the task. * The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. * May contain egregious errors in grammar and usage that impede meaning |
| Language conventions of Mechanics  L.9-10.1.2. | * punctuation, capitalization, and spelling – are correct. * May contain a few minor errors in mechanics but they do not interfere with meaning | * punctuation, capitalization, and spelling – inconsistently correct * May contain a pattern of errors in mechanics that occasionally impedes meaning. | * punctuation, capitalization, and spelling – limited correctness. * May contain egregious errors in mechanics that impede meaning |

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| **Expository Writing Rubric** | **Advanced** | | **Proficient** | | **Basic** | | **Minimal** | |  | |
| **12** | | **11-9** | | **8-5** | | **4-1** | | **0** | |
| **4 points** | | **3 points** | | **2 points** | | **1 point** | | **0 points** | |
| Development of Ideas  W.9-10.2a.b | * Introductory paragraph that presents the topic, central idea, or concept. * Shows a complete understanding of the given task by having precise controlling idea or claim(s) in response to a specific topic. * Supply ideas that are fully developed by using logical and convincing reasoned evidence to support claim. * Evidence from the text and details are specific, relevant, and accurate. | | * Introductory paragraph that presents the topic, central idea, or concept. * Shows a general understanding of the given task by having an idea or claim(s) in response to a specific topic. * Supply ideas that are adequately developed by using logical reasoned evidence. * Evidence from the text and details are, for the most part, relevant and accurate. | | * Introductory sentence or paragraph that presents the topic, central idea, or concept. * Shows a partial understanding of the given task. * Supply ideas that are somewhat developed by using some reasoning and some evidence. * Evidence from the text and details may be irrelevant, may be merely listed, and may or may not be found in the text. | | * May or may not introduce topic, central idea, or concept. * Shows a lack understanding of the given task. * Supply ideas that are developed by using limited reasoning and little to no evidence. * Evidence from the text and details are irrelevant and/or inaccurate.. | | * Does not introduce topic, central idea, or concept. * Shows no understanding of the given task. * Supply ideas that use no reasoning and no evidence. * Evidence from the text and details are irrelevant and/or inaccurate | |
| Writing Organization  W.9-10.2.a.b.c.d.e. | * Demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas by showing the relationship between claim(s) and reasons; reasons and evidence. * Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response. | | * Demonstrates evidence of planning and a progression of ideas that allows the reader to easily follow the writer’s ideas by showing the relationship between claim(s) and reasons; reasons and evidence. * Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an introduction and conclusion that contribute to cohesiveness of the response. | | * Demonstrates evidence of planning and some logical progression of ideas that allows the reader to easily follow the writer’s ideas. * Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure. | | * Demonstrates an attempt of planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s ideas. * Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing contains an introduction and conclusion that are inappropriate and/or disconnected, lacks cohesiveness. | | * Lacks planning (random order) or of ideas is making it difficult for the reader to follow the writer’s ideas. * Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. * The writing lacks an introduction and conclusion that lacks cohesiveness and clarity. | |
| Language conventions of Grammar & Usage  W.9-10.2.c.d.  L.9-10.1.2.3.4.5.6 | Feedback Notes for Improvement | | | | * Word choice is precise, effective, and purposeful. * Sentences are fluent and varied in length and structure. * Use consistent style, tone, voice, and mood appropriate to task, purpose, and audience. * Words, phrases, and clauses to link major sections of a text to promote cohesion. * May contain a few minor errors in grammar and usage, but they do not interfere with meaning. | | * Maintains a tone inappropriate to task, purpose, and/or audience. * Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. * May contain a pattern of errors in grammar and usage that occasionally impedes meaning | | * Fails to maintain tone appropriate to task, purpose, and audience. * Words are functional and simple and/or may be inappropriate to the task. * The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. * May contain egregious errors in grammar and usage that impede meaning | |
| Language conventions of Mechanics  L.9-10.1.2. | * punctuation, capitalization, and spelling – are correct. * May contain a few minor errors in mechanics but they do not interfere with meaning | | * punctuation, capitalization, and spelling – inconsistently correct * May contain a pattern of errors in mechanics that occasionally impedes meaning. | | * punctuation, capitalization, and spelling – limited correctness. * May contain egregious errors in mechanics that impede meaning | |
| **Narrative Writing Rubric** | | **Advanced** | | **Proficient** | | **Basic** | | **Minimal** | |  | |
| **12** | | **11-9** | | **8-5** | | **4-1** | | **0** | |
| **4 points** | | **3 points** | | **2 points** | | **1 point** | | **0 points** | |
| Development of Ideas  W.9-10.2a.b | | * Introduction is engaging, sets out a problem, situation or observation. * Establishes point of view. * Introduces a narrator and/or characters. * Shows a complete understanding of the given task by having precise controlling idea or claim(s) in response to a specific topic. * Supply ideas that are fully developed by using logical and convincing reasoned evidence to support claim. * Evidence from the text and details are specific, relevant, and accurate. | | * Introduction is engaging, sets out a problem, situation or observation. * Establishes point of view. * Introduces a narrator and/or characters. * Shows a general understanding of the given task by having an idea or claim(s) in response to a specific topic. * Supply ideas that are adequately developed by using logical reasoned evidence. * Evidence from the text and details are, for the most part, relevant and accurate. | | * Introduction is somewhat engaging, or sets out a problem, or situation or observation. * Somewhat establishes point of view. * Somewhat introduces a narrator and/or characters. * Shows a partial understanding of the given task. * Supply ideas that are somewhat developed by using some reasoning and some evidence. * Evidence from the text and details may be irrelevant, may be merely listed, and may or may not be found in the text. | | * Introduction is may or may not be engaging, or sets out a problem, or situation or observation. * May or may not establish a point of view. * May or may not introduce a narrator and/or characters. * Shows a lack understanding of the given task. * Supply ideas that are developed by using limited reasoning and little to no evidence. * Evidence from the text and details are irrelevant and/or inaccurate.. | | * Introduction is not engaging, or sets out a problem, or situation or observation. * Does not establish a point of view. * Does not introduce a narrator and/or characters. * Shows no understanding of the given task. * Supply ideas that use no reasoning and no evidence. * Evidence from the text and details are irrelevant and/or inaccurate | |
| Writing Organization  W.9-10.2.a.b.c.d.e. | | * Uses narrative techniques to develop experiences, events, and/or characters. * Words, clauses, and transitions are used frequently and effectively to sequence and connect events * The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response. | | * Uses narrative techniques to develop experiences, events, and/or characters. * Words, clauses, and transitions are used effectively to sequence and connect events * The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response. | | * Uses narrative techniques to develop experiences, or events, and/or characters. * Words, clauses, and transitions are used somewhat effectively to sequence and connect events * The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure. | | * May or may not narrative techniques to develop experiences, or events, and/or characters. * Words, clauses, and transitions are used sparingly and sometimes ineffectively to sequence and connect events. * The writing contains an introduction and conclusion that are inappropriate and/or disconnected, lacks cohesiveness. | | * No narrative techniques are used to develop experiences, or event, and/or characters (random order). * Words, clauses, and transitions are lacking or used ineffectively to sequence and connect events. * The writing lacks an introduction and conclusion that lacks cohesiveness and clarity. | |
| Language conventions of Grammar & Usage  W.9-10.2.c.d.  L.9-10.1.2.3.4.5.6 | | Feedback Notes for Improvement | | | | * Word choice is precise, effective, and purposeful. * Sentences are fluent and varied in length and structure. * Use consistent style, tone, voice, and mood appropriate to task, purpose, and audience. * Words, phrases, and clauses to link major sections of a text to promote cohesion. * May contain a few minor errors in grammar and usage, but they do not interfere with meaning. | | * Maintains a tone inappropriate to task, purpose, and/or audience. * Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. * May contain a pattern of errors in grammar and usage that occasionally impedes meaning | | * Fails to maintain tone appropriate to task, purpose, and audience. * Words are functional and simple and/or may be inappropriate to the task. * The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. * May contain egregious errors in grammar and usage that impede meaning | |
| Language conventions of Mechanics  L.9-10.1.2. | | * punctuation, capitalization, and spelling – are correct. * May contain a few minor errors in mechanics but they do not interfere with meaning | | * punctuation, capitalization, and spelling – inconsistently correct * May contain a pattern of errors in mechanics that occasionally impedes meaning. | | * punctuation, capitalization, and spelling – limited correctness. * May contain egregious errors in mechanics that impede meaning | |