# Argumentation/Opinion Text-Based Writing Rubric

# Grades 9–10

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/Research | The writing –   * makes effective use of available resources * skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available resources * supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to support an opinion with relevant and sufficient facts and details from resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused response * skillfully develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with a focused response * develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with an inconsistent focus * inconsistently develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * attempts to address the writing task but lacks focus * attempts to establish a claim or proposal * supports claim(s) using evidence that is insufficient and/or irrelevant * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * 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 * 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 * provides an effective concluding statement or section that follows from and skillfully supports the argument presented | The writing –   * introduces precise claim(s); distinguishes 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 a concluding statement or section that follows from and supports the argument presented | The writing –   * introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s) * 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 | The writing –   * identifies the claim(s) * has little or no evidence of purposeful organization |

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Language/Conventions | The writing –   * demonstrates an exemplary command of standard English conventions * skillfully 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\* | The writing –   * 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 standard format for citation with few errors\* | The writing –   * 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\* | The writing –   * 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

∆ Added by NCSD#1

September 2012