

Kenai Peninsula Borough School District
GRADES 9-10 ARGUMENT/OPINION WRITING Standard Referenced Rubric

Students write argument/opinion texts to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;">Ideas, Organization Establishes context and purpose</p> <p>W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>	<p>The student introduces a precise, knowledgeable claim(s), establishes the significance of the claim(s) and distinguishes the claim from alternate or opposing claims.</p> <p>The writer creates an organization that logically sequences claim(s), counter claim(s), reasons, and evidence.</p>	<p>The student introduces a precise claim with at least 3 points and distinguishes the claim(s) from alternate or opposing claims.</p> <p>The writer creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>	<p>The student introduces a claim with at least 2 points, but fails to distinguish from alternate or opposing claims.</p> <p>The writer's organization lacks cohesion and a progression of ideas; ideas may be rambling or repetitive.</p>	<p>The student fails to establish a claim.</p> <p>The writer has purpose and organization.</p>
<p style="text-align: center;">Content and Development Demonstrates critical thinking in order to develop the topic</p> <p>W.9-10.1b Develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level and concern.</p> <p>W.9-10.9b (RI.9-10.8) Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>The student effectively develops the claim(s) and counterclaims fairly, supplies 3 or more of the most relevant evidence for each, points out the strengths and limitations of each, and anticipates the audience's knowledge level and concern, values, and biases.</p> <p>The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student develops the claim(s), and counterclaims fairly, supplies at least 3 pieces of evidence for each, points out strengths and limitations of each, and anticipates the audience's knowledge level and concern.</p> <p>The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student inconsistently develops the claim(s) and counterclaims fairly, supplies 1-2 pieces of evidence for each, does not completely address strengths and limitations of each, and sometimes anticipates the audience's knowledge level and concerns.</p> <p>The student references limited texts and attempts to interpret text, but their interpretation and/or conclusion causes confusion.</p>	<p>The student attempts to or does not establish support for the claim or proposal; support for the claim(s) or proposal is insufficient or irrelevant. The writing is unconcerned with the audiences' knowledge level.</p> <p>The student references few texts and shows little or no interpretation of the text.</p>

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<p align="center">Transitions and Conclusion</p> <p align="center">Creates an organizing structure</p> <p>W.9-10.1c 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 claims and counterclaims.</p> <p>W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The student uses effective and varied syntax transitions to link the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>The writer provides a dynamic concluding statement or section that leaves the audience considering a change in opinion.</p>	<p>The student uses 3-4 effective transitions 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 claims and counterclaims.</p> <p>The writer provides a concluding statement or section that follows from and supports the argument.</p>	<p>The student uses 1-2 effective transitions to link the major sections of the text, create cohesion, but may not clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>The writer provides a concluding statement but may not support the argument.</p>	<p>The student uses ineffective or no transitions. Does not clarify the relationships.</p> <p>The writer ends abruptly and there is no credible conclusion that synthesizes information.</p>
<p align="center">Style</p> <p align="center">Uses voice, word choice, sentence structure, and style to enhance meaning.</p> <p>W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>L.9-10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest.</p>	<p>The student skillfully uses precise language and domain-specific vocabulary, and includes such things as metaphors and similes to explain the topic.</p> <p>The writer establishes and maintains a formal style and objective tone with flavorful word choices.</p> <p>The student uses varied sentence length and structure to enhance meaning throughout the paper.</p>	<p>The student uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>The writer establishes and maintains a formal style and objective tone.</p> <p>The student uses a sufficient variety of sentences in length and structure to enhance meaning throughout most of the paper.</p>	<p>The student uses language that is non-academic or general and may not establish an authoritative or academic voice.</p> <p>The writer's style sometimes becomes informal.</p> <p>The student does not consistently vary sentence length and structure to enhance meaning and has some sentence formation errors (fragments, run-ons).</p>	<p>The student does not use language that clarifies or supports intent or establishes an authoritative voice.</p> <p>The writer does not maintain a formal style and uses slang.</p> <p>The student has frequent and severe sentence formation errors and/or lack of sentence variety.</p>

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<p>Conventions</p> <p>L.9-10.1 Demonstrates command of written language conventions.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling.</p>	<p>The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>The writer has minimal errors in the major sections of the text. There is cohesion between claim(s) and reasons, between reasons and evidence, and between claims and counter claims.</p>	<p>The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.</p> <p>The writer has occasional errors and the errors do not interfere with meaning.</p>	<p>The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>The writer has errors that may interfere with meaning.</p>	<p>The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.</p> <p>The writer has numerous errors that interfere with meaning.</p>