

ENGLISH LANGUAGE ARTS – RESEARCH OR ARGUMENTATION RUBRIC (GRADE 10)

| SCORING DOMAIN | EMERGING | E/D | DEVELOPING | D/P | PROFICIENT | P/A | ADVANCED |
|---|---|-----|--|-----|--|-----|---|
| ARGUMENT <i>What is the evidence that the student can develop an argument?</i> | <ul style="list-style-type: none"> Argument is unclear, underdeveloped, or implied. Claims are summaries or come directly from a source text. Discussion of questions, or counter-claims (when appropriate) is unclear or absent. Does not explain background and context of topic/issue. Connections and conclusions are unclear or absent. | | <ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking. Makes unclear or irrelevant claims. Briefly alludes to a question or counter-claim Refers to background and context of topic/issue. Draws superficial connections or conclusions. | | <ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims Acknowledges relevant questions or counter-claim when appropriate. Briefly explains background and context of topic/issue. Draws general or broad connections or conclusions. | | <ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/issue Makes specific connections and draws meaningful conclusions |
| EVIDENCE <i>What is the evidence that the student can support the argument?</i> | <ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant. States, but does not connect or explain evidence. Presents details from one source as fact | | <ul style="list-style-type: none"> Refers to limited evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate one point of view. Makes note of a general difference in perspectives on a topic without specific details (when appropriate) | | <ul style="list-style-type: none"> Refers to sufficient evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate at least two points of view Makes note of different information or a difference among authors on the same topic (when appropriate) | | <ul style="list-style-type: none"> Refers to detailed evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate varying points of view Discusses inconsistent information or a difference among authors on the same topic (when appropriate) |
| ANALYSIS <i>What is the evidence that the student can analyze evidence?</i> | <ul style="list-style-type: none"> Restates information from a single source. Demonstrates minimal understanding of sources | | <ul style="list-style-type: none"> Restates information from multiple sources Expresses broad agreement with one source's perspective | | <ul style="list-style-type: none"> Summarizes evidence from multiple sources related to the argument Begins to question one source for perspective or its strengths/limitations | | <ul style="list-style-type: none"> Synthesizes evidence from multiple sources related to the argument Identifies perspective of one source and minimally addresses the strength or limitation of one important source (when appropriate) |

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|---|---|-----|--|-----|---|-----|--|
| ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i> | <ul style="list-style-type: none"> Argument is unclear or absent Ideas are disorganized, underdeveloped, or loosely sequenced Transitions are missing, unclear or confusing. | | <ul style="list-style-type: none"> Argument is evident but not consistently present throughout text. Ideas are organized but not sufficiently developed or logically sequenced. Transitions are used sporadically, awkwardly or in a formulaic manner. | | <ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are sufficiently developed and organized Transitions connect ideas with minor lapses, but without impeding understanding. | | <ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are fully developed and logically sequenced Transitions connect ideas so that the argument is easily followed |
| CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i> | <ul style="list-style-type: none"> Writes as s/he speaks, lacks academic style/tone and vocabulary. Has an accumulation of errors in grammar, usage, and mechanics that distracts or seriously interferes with meaning. Citation of textual evidence (when appropriate) is missing | | <ul style="list-style-type: none"> Has limited control of academic style/tone and vocabulary. Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Citation of textual evidence (when appropriate) is inconsistent or incorrect | | <ul style="list-style-type: none"> Has control of academic style/tone and vocabulary. Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing. When appropriate for the task, cites textual evidence with some minor errors. | | <ul style="list-style-type: none"> Demonstrates control of academic style/tone and varied/effective word choice Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately. |
| REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i> | <ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon | | <ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner | | <ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a writer | | <ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer |