

# Grades 9-10 Writing Rubric (Info./Explan.)

Name \_\_\_\_\_ Period \_\_\_\_\_

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
<b>FOCUS (IDEAS)</b> <i>(W: 2a, 4)</i>	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces topic in a sophisticated statement</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the prompt</li> <li>Introduces topic in a clear statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant topic</li> </ul>
<b>STRUCTURE (ORGANIZATION)</b> <i>(W: 2a, 2c, 2f, 4)</i>	<ul style="list-style-type: none"> <li>Skillfully introduces reader to topic</li> <li>Thoroughly develops complex topic with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses</li> <li>Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Introduces reader to topic</li> <li>Develops topic with relevant body paragraphs</li> <li>Provides a conclusion that supports the topic</li> <li>Creates cohesion through linking words, phrases, and clauses</li> <li>Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately introduces reader to topic</li> <li>Inadequately develops topic with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited or inappropriate linking words, phrases, or clauses</li> <li>Uses few techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Fails to introduce reader to topic or introduction is missing</li> <li>Fails to develop topic with body paragraphs</li> <li>Lacks conclusion</li> <li>Uses few to no linking words, phrases, or clauses</li> <li>Includes little or no organization of ideas</li> </ul>
<b>DEVELOPMENT (IDEAS)</b> <i>(W: 2, 2b, 9)</i>	<ul style="list-style-type: none"> <li>Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent</li> <li>Effectively integrates and cites credible sources</li> <li>Shows insightful understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence to develop the topic appropriate to the audience</li> <li>Integrates and cites credible sources</li> <li>Shows understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited or flawed evidence to develop the topic appropriate to audience</li> <li>Incorrectly integrates or cites sources</li> <li>Shows limited or flawed understanding of topic</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support topic</li> <li>Does not use or cite sources</li> <li>Shows inaccurate understanding of topic</li> </ul>
<b>LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE)</b> <i>(L: 1-4, 2e; W: 4)</i>	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few or minor errors in conventions</li> <li>Competently uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited or repetitive sentence structure</li> <li>Contains numerous errors in conventions</li> <li>Inadequately uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/run-ons)</li> <li>Contains major errors in conventions that cause confusion</li> <li>Fails to use academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

# Grades 9-10 Writing Rubric (Narrative)

Name \_\_\_\_\_ Period \_\_\_\_\_

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
<b>FOCUS/ EXPOSITION (IDEAS)</b> <i>(W: 3a, 4)</i>	<ul style="list-style-type: none"> <li>The narrative insightfully addresses all aspects of the prompt</li> <li>Purposefully engages the reader</li> <li>Effectively develops characterization</li> </ul>	<ul style="list-style-type: none"> <li>The narrative addresses all aspects of the prompt</li> <li>Engages the reader</li> <li>Develops characterization</li> </ul>	<ul style="list-style-type: none"> <li>The narrative partially addresses aspects of the prompt</li> <li>Attempts to engage reader</li> <li>Attempts to develop characterization</li> </ul>	<ul style="list-style-type: none"> <li>The narrative minimally addresses some aspect of the prompt</li> <li>Does not engage reader</li> <li>Does not develop characterization</li> </ul>
<b>PLOT (ORGANIZATION)</b> <i>(W: 3a, 3c, 3e, 4)</i>	<ul style="list-style-type: none"> <li>Effectively creates a smooth progression of events</li> <li>Uses a variety of techniques to sequence events that build on one another to create a coherent whole</li> <li>Skillfully provides a conclusion that connects to the narrated events</li> </ul>	<ul style="list-style-type: none"> <li>Creates a progression of events</li> <li>Uses techniques to sequence events that build on one another to create a coherent whole</li> <li>Provides a conclusion that connects to the narrated events</li> </ul>	<ul style="list-style-type: none"> <li>Progression of events may be confusing or disjointed</li> <li>Techniques do not build on one another to create a coherent whole</li> <li>Provides a weak conclusion that may not connect to the narrated events</li> </ul>	<ul style="list-style-type: none"> <li>Event sequence unfolds illogically</li> <li>Does not use sequencing techniques to create coherence</li> <li>Provides no conclusion or one that is not connected to the narrated events</li> </ul>
<b>NARRATIVE TECHNIQUES (IDEAS)</b> <i>(W: 3b, 3d)</i>	<ul style="list-style-type: none"> <li>Skillfully uses narrative techniques such as dialogue, pacing, description, and reflection to develop events and characters</li> <li>Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of events, setting, and characters</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of narrative techniques such as dialogue, pacing, and description to develop events, and characters</li> <li>Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey events</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited narrative techniques, such as dialogue, pacing, and description to develop events and characters</li> <li>Attempts to use concrete words or phrases with limited use of descriptive details and sensory language</li> </ul>	<ul style="list-style-type: none"> <li>Uses few or no narrative techniques</li> <li>Does not use sensory language or descriptive details</li> </ul>
<b>LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE)</b> <i>(L: 1-3)</i>	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited or repetitive sentence structure</li> <li>Contains numerous errors in conventions</li> <li>Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Utilizes incorrect or simplistic word choice</li> </ul>

# Grades 9-10 Writing Rubric (Argument)

Name \_\_\_\_\_ Period \_\_\_\_\_

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
<b>FOCUS/CLAIM (IDEAS)</b> <i>(W: 1a-b, 1d, 4)</i>	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim in a sophisticated statement</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the prompt</li> <li>Introduces precise claim in a clear statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim in a weak statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim</li> </ul>
<b>STRUCTURE (ORGANIZATION)</b> <i>(W: 1a-c, 1e, 4)</i>	<ul style="list-style-type: none"> <li>Skillfully introduces reader to topic</li> <li>Thoroughly develops claim with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Introduces reader to topic</li> <li>Develops claim with relevant body paragraphs</li> <li>Provides a conclusion which repetitively supports claim</li> <li>Creates cohesion through linking words, phrases, and clauses</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately introduces reader to topic</li> <li>Inadequately develops claim with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited or inappropriate linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to introduce reader to topic or introduction is missing</li> <li>Fails to develop claim with body paragraphs</li> <li>Lacks conclusion</li> <li>Uses few to no linking words, phrases, or clauses</li> <li>Includes little or no organization of ideas</li> </ul>
<b>EVIDENCE/SUPPORT (IDEAS)</b> <i>(W: 1b, 2b, 9)</i>	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim</li> <li>Seamlessly and effectively integrates and cites credible sources or textual evidence</li> <li>Convincingly refutes relevant counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim</li> <li>Integrates and cites credible sources or textual evidence</li> <li>Refutes relevant counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited or irrelevant evidence to support claim</li> <li>Ineffectively integrates or cites sources or textual evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim</li> <li>Does not use or cite sources or textual evidence</li> <li>Fails to acknowledge alternate or opposing claim</li> </ul>
<b>ANALYSIS (IDEAS)</b> <i>(W: 1b, 9)</i>	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic</li> <li>Uses persuasive and valid reasoning to connect evidence with claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of topic</li> <li>Uses valid reasoning to connect evidence with claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited or flawed understanding of topic</li> <li>Uses limited, simplistic or flawed reasoning to connect evidence with a claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows no understanding of topic</li> <li>Reasoning is missing or does not connect evidence with claim</li> </ul>
<b>LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE)</b> <i>(W: 1-3)</i>	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few or minor errors in conventions</li> <li>Competently uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited or repetitive sentence structure</li> <li>Contains numerous errors in conventions</li> <li>Inadequately uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/run-ons)</li> <li>Contains major errors in conventions which causes confusion</li> <li>Fails to use academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

# Grades 9-10 Writing Rubric (Argument)

Name \_\_\_\_\_ Period \_\_\_\_\_

CRITERION	(4) ADVANCED	(3) PROFICIENT	(2) PARTIALLY PROFICIENT	(1) INADEQUATE
<b>FOCUS/CLAIM (IDEAS)</b> <i>(W: 1a-b, 1d, 4)</i> 10 pts	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim in a sophisticated statement</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the prompt</li> <li>Introduces precise claim in a clear statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim in a weak statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim</li> </ul>
<b>STRUCTURE (ORGANIZATION)</b> <i>(W: 1a-c, 1e, 4)</i>	<ul style="list-style-type: none"> <li>Skillfully introduces reader to topic</li> <li>Thoroughly develops claim with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Introduces reader to topic</li> <li>Develops claim with relevant body paragraphs</li> <li>Provides a conclusion which repetitively supports claim</li> <li>Creates cohesion through linking words, phrases, and clauses</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately introduces reader to topic</li> <li>Inadequately develops claim with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited or inappropriate linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to introduce reader to topic or introduction is missing</li> <li>Fails to develop claim with body paragraphs</li> <li>Lacks conclusion</li> <li>Uses few to no linking words, phrases, or clauses</li> <li>Includes little or no organization of ideas</li> </ul>
<b>EVIDENCE/ SUPPORT (IDEAS)</b> <i>(W: 1b, 2b, 9)</i>	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim</li> <li>Seamlessly and effectively integrates and cites credible sources or textual evidence</li> <li>Convincingly refutes relevant counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim</li> <li>Integrates and cites credible sources or textual evidence</li> <li>Refutes relevant counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited or irrelevant evidence to support claim</li> <li>Ineffectively integrates or cites sources or textual evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim</li> <li>Does not use or cite sources or textual evidence</li> <li>Fails to acknowledge alternate or opposing claim</li> </ul>
<b>ANALYSIS (IDEAS)</b> <i>(W: 1b, 9)</i>	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic</li> <li>Uses persuasive and valid reasoning to connect evidence with claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of topic</li> <li>Uses valid reasoning to connect evidence with claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited or flawed understanding of topic</li> <li>Uses limited, simplistic or flawed reasoning to connect evidence with a claim</li> </ul>	<ul style="list-style-type: none"> <li>Shows no understanding of topic</li> <li>Reasoning is missing or does not connect evidence with claim</li> </ul>
<b>LANGUAGE (CONVENTIONS, SENTENCE FLUENCY, VOICE)</b> <i>(W: 1-3)</i>	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few or minor errors in conventions</li> <li>Competently uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited or repetitive sentence structure</li> <li>Contains numerous errors in conventions</li> <li>Inadequately uses academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/run-ons)</li> <li>Contains major errors in conventions which causes confusion</li> <li>Fails to use academic and specific vocabulary clearly appropriate for the audience and purpose</li> </ul>