



Grade 9: Unit 2 Part A: Benchmark Assessment: Researched Argument Essay Rubric

Element		4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas and Content	Argument	<ul style="list-style-type: none"> Offers precise and insightful claims, demonstrating deep understanding of the subject under investigation. Provides thoroughly developed analysis by warranting and backing all claims. Develops effective, convincing appeals to ethos, pathos, and logos. Supports position/claim with compelling, relevant, accurate, and credible evidence. Identifies and convincingly refutes counterclaims when appropriate. Conveys an accurate and in-depth understanding of the topic, audience, and purpose for the writing task. 	<ul style="list-style-type: none"> Offers clear and explicit claims, demonstrating understanding of the subject under investigation. Provides adequate analysis by warranting and backing claims. Develops and/or imitates appeals to ethos, pathos, and logos. Supports position/claim with relevant and credible evidence. Identifies and refutes counterclaims when appropriate. Conveys an accurate and complete understanding of the topic, audience, and purpose for the writing task. 	<ul style="list-style-type: none"> Offers claims which are somewhat limited and/or especially broad and vague. Provides minimal analysis in terms of warranting and backing claims. Attempts appeals to ethos, pathos, and logos. Attempts to support position/claim with evidence; however, evidence may be minimal, irrelevant, or inadequate. Fails to identify and/or logically and convincingly refute counterclaims when appropriate. Conveys a partially accurate and somewhat basic understanding of the topic, audience, and purpose for the writing task. 	<ul style="list-style-type: none"> Claims are indistinct or too limited, demonstrating little understanding of the subject under investigation confusing, and/or especially vague. Little or no analysis in terms of warranting and backing claims. No appeals to ethos, pathos, and logos. Provides little or no evidence; response consists mainly of narration and/or repetition of content. Fails to identify counterclaims when necessary. Conveys a confused, incoherent, or largely inaccurate understanding of the topic, audience, and purpose for the writing task.
	Research Question and Engagement w/ Source Material	<ul style="list-style-type: none"> Evaluates and revises research questions for precision and clarity, creating the opportunity to develop a clear position. Narrows or broadens the inquiry when appropriate. Gathers relevant, accurate, and credible evidence from multiple authoritative print and digital sources. Assesses the strengths and limitations of each source in terms of the task/question, purpose, and audience. Synthesizes multiple sources on the subject with own ideas, avoiding overreliance on any one source. 	<ul style="list-style-type: none"> Evaluates and revises research questions for clarity, creating the opportunity to develop a clear position. Narrows or broadens the inquiry when appropriate. Gathers relevant and credible evidence from multiple authoritative print and digital sources. Assesses the strengths of each source in terms of the task/question, purpose, and audience. Synthesizes multiple sources on the subject with own ideas. 	<ul style="list-style-type: none"> Establishes a research question which creates limited opportunity to develop a position. Gathers evidence from multiple sources; however, evidence may be minimal, irrelevant, or inadequate. Inadequately assesses the strengths of each source in terms of the task/question. Mostly summarizes multiple sources, and integrates source information into the text without attention to the flow of ideas. 	<ul style="list-style-type: none"> Fails to establish a research question which creates the opportunity to develop a position or solve a problem. Gathers little or no evidence. Fails to assess the strengths and limitations of evidence. Mostly summarizes ideas; response consists mainly of narration and/or repetition of content.

Organization	<ul style="list-style-type: none"> • Skillfully establishes and maintains consistent focus on a clear and compelling thesis. • Exhibits logical and coherent structure with claims, evidence, warranting, and backing that convincingly support the thesis. • Progresses with purposeful pacing and makes skillful use of transitional words and phrases. • Weaves quotes and paraphrasing into the text selectively to maintain the flow of ideas in a logical order. • Concludes with purpose and gives sense of finality that is memorable. 	<ul style="list-style-type: none"> • Establishes and maintains focus on a clear thesis. • Exhibits a logical sequence of claims, evidence, and warranting to support the thesis. • Progresses with controlled pacing and makes functional use of transitional words and phrases. • Integrates quotes and paraphrasing in a logical order. • Concludes with purpose and gives sense of finality. 	<ul style="list-style-type: none"> • Establishes but sometimes fails to maintain focus on a thesis. • Exhibits a sometimes logical sequence of claims, evidence, and warranting; ideas within paragraphs may be inconsistently organized. • Progresses at an awkward pace, making an inconsistent attempt to use basic transitional words and phrases. • Inserts quotes and paraphrasing. • Vague or unsatisfying conclusion. 	<ul style="list-style-type: none"> • Fails to include a thesis or thesis is confused or irrelevant; fails to maintain focus. • Little attempt to organize ideas into a beginning, middle, and end, creating a complete lack of organization and coherence. • Progress is halted; makes little or no attempt to use transition words or phrases. • Fails to use quotes and paraphrasing. • No conclusion.
Voice	<ul style="list-style-type: none"> • Adopts individual style which is still attentive to purpose and audience. • Tone is authoritative and convincing yet inviting and engaging. • Clear sense of an authentic and passionate voice speaking from knowledge or experience. 	<ul style="list-style-type: none"> • Adopts style considerate of purpose and audience. • Tone is often authoritative and convincing while somewhat inviting and engaging. • Gives the sense of an authentic voice committed to the argument. 	<ul style="list-style-type: none"> • Adopts style inconsiderate of purpose and audience. • Tone lacks conviction. • Little sense of an authentic voice with inconsistent commitment to the argument. 	<ul style="list-style-type: none"> • Adopts style and tone not suitable for purpose and audience. • No sense of an authentic voice speaking with any conviction.
Word Choice & Sentence Fluency	<ul style="list-style-type: none"> • Stylistically sophisticated language; language is fluent, original, precise and engaging, with a notable sense of voice and awareness of audience and purpose. • Employs figurative/rhetorical language purposefully and successfully (e.g. analogy or metaphor for clarity, organization, and style). • Effectively incorporates a range of varied sentence patterns, including varied sentence beginnings. 	<ul style="list-style-type: none"> • Language that is fluent and precise, with evident awareness of audience and purpose. • Employs figurative/rhetorical language purposefully. • Incorporates some varied sentence patterns and beginning. 	<ul style="list-style-type: none"> • Use appropriate but basic vocabulary and language, with limited awareness of audience and purpose. • Employs figurative/rhetorical language limitedly and with limited success. • Makes some attempt to include different sentence patterns but with awkward or uneven success. 	<ul style="list-style-type: none"> • Relies on basic, imprecise, or sometimes unsuitable vocabulary for the audience or purpose. • Lacks figurative/rhetorical language. • Reveals a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns.
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the conventions with essentially no errors, even with sophisticated language. 	<ul style="list-style-type: none"> • Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences); errors do not hinder comprehension. 	<ul style="list-style-type: none"> • Demonstrates partial control; multiple errors sometimes hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words). 	<ul style="list-style-type: none"> • Demonstrates lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang).
MLA	<ul style="list-style-type: none"> • The document is expertly formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism. 	<ul style="list-style-type: none"> • The document is consistently formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism. 	<ul style="list-style-type: none"> • The document is not consistently formatted in accordance with MLA; however, it is free of plagiarism. 	<ul style="list-style-type: none"> • The document is incorrectly formatted according to MLA specifications and may include plagiarism because of incorrect citations/MLA format.