



Grades 9: Unit 4 Part A: Benchmark Assessment: Argument Essay: Focus Compare/Contrast

Trait	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas & Content	<ul style="list-style-type: none"> Introduces knowledgeable claim(s). Establish significance of the claim(s). Develop claims thoroughly. Supplies the most relevant evidence for claims. Anticipates the audience's knowledge level of the topic or text., as well as their concerns, values and possible biases. The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison. 	<ul style="list-style-type: none"> Introduces precise claim(s). Develop claims and counterclaims fairly. Supplies evidence for claims. Anticipates the audience's knowledge level of the topic or text, as well as their concerns. Provides a concluding statement or section that follows from or supports the argument presented. The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison. 	<ul style="list-style-type: none"> Clearly introduces claim(s). Claim(s) supported with logical reasons and relevant evidence. Writer demonstrates an understanding of the topic or text. Provides a concluding statement or section related to the argument presented. The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the task. 	<ul style="list-style-type: none"> Introduces claim(s). Claim(s) supported with reasons and evidence. Credible sources are used. Writer demonstrates a partial understanding of the topic or text. Provides a concluding statement or section. The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization	In addition to a 3, writer is: <ul style="list-style-type: none"> Attentive to the organizational norms and layout* of the targeted discipline. 	<ul style="list-style-type: none"> Creates an organization that establishes clear relationships among claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Creates an organization that, at times, establishes relationships among claim(s), reasons, and/or evidence. 	<ul style="list-style-type: none"> Does not support claim(s) with reasons and/or evidence presented in a clear order that stays on topic.
Word Choice	<ul style="list-style-type: none"> Word choice is specific and stretches beyond grade level vocabulary. Precision is obvious. 	<ul style="list-style-type: none"> Words are adequate and correct in a general sense. Some attempt at precision, but not all words are well chosen. 	<ul style="list-style-type: none"> Word choice is not accurate, specific, or grade-level appropriate for the purpose of the writing. 	<ul style="list-style-type: none"> Word choice is repetitive or not grade-level appropriate. The word choice is non-specific or distracting.
Sentence Fluency	<ul style="list-style-type: none"> Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s), counterclaims, reasons, and evidence. Varies sentence length. Uses purposeful and varied sentence beginnings. Constructs sentences in a way that enhances meaning. 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s), counterclaims, reasons, and evidence. Varies sentence length. Attempts some variety with sentence beginnings. Constructs sentences that are complete but routine. 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Uses only long or only short sentences, no variety. Creates little or no variety in sentence beginnings. Constructs choppy, awkward, or rambling sentences. 	<ul style="list-style-type: none"> Uses words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claim(s), reasons, and evidence. Includes run-ons and/or fragments that impede understanding for the reader. Fails to create any variety in sentence beginnings. Demonstrates limited understanding of sentence structure.
Conventions	<ul style="list-style-type: none"> No errors in spelling, punctuation and grammar. 	<ul style="list-style-type: none"> Mostly correct spelling, punctuation and grammar that do not impede meaning for the reader. 	<ul style="list-style-type: none"> Multiple errors in spelling, punctuation and grammar that make meaning unclear for the reader. 	<ul style="list-style-type: none"> Errors severely impede communication.
Presentation	<ul style="list-style-type: none"> Writing is not only legible, but well presented. AND/OR <ul style="list-style-type: none"> Meets expectations and/or layout for final draft. 	<ul style="list-style-type: none"> Writing is legible. AND/OR <ul style="list-style-type: none"> Meets most expectations and/or layout for final draft. 	<ul style="list-style-type: none"> Writing is sometimes illegible. AND/OR <ul style="list-style-type: none"> Mets few expectations and/or layout for the final draft. 	<ul style="list-style-type: none"> Writing is illegible. AND/OR <ul style="list-style-type: none"> Meets no expectations and/or layout for the final draft.

*Layout = format (eg., headings), graphics (eg., charts, tables), and multimedia when included purposefully to aid comprehension.