

**Hand-out 4.5: Rubrics/CCSS Standards Side-by-Side: Grades 9-10  
Argumentation\***

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Trait	Rubric Score Point "3"	CCSS Standard Addressed/Notes
Reading/ Research	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>W.9-10.7 Conduct short as well as more sustained research projects.**</p> <p>W.9-10.8: Gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question.**</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Development	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns</li> </ul>	<p>W.9-10.1b: Develop the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
Organization	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims</li> <li>▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>▪ uses words, phrases, and/or 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 claim(s) and counterclaims</li> <li>▪ provides a concluding statement or section that follows from and supports the argument presented</li> </ul>	<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>W.9-10.1c: Use uses 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 claim(s) and counterclaims.</p> <p>W.9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>
Language/ Conventions	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	<p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.**</p> <p>L.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.8: Gather relevant information from multiple authoritative print and digital resources...following a standard format for citation.**</p>

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\*Adapted From Delaware's Department of Education

\*\* Language included represents only a portion of the CCSS; which highlights the alignment to specific criteria within the category.