Assessment 10.2.4 Rubric: Deconstructing Arguments

Scores: W.1 _____ RI.1 _____

Literacy - 10th Grade - Writing - W.9.10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4	3	2	1	0
Writes a logical argument about a topic/text clarifying why the particular argument is important and valid while evoking the reader to take action. Compares how the position is one of several respecting those who might disagree. Organizes claims, counterclaims, reasons, and evidence into sections to build on each other. Develops using relevant facts, details, and examples. Critiques writing indicating strengths and weaknesses.	Writes a logical argument about a topic/text clarifying why the particular argument is important and valid. Compares how the position is one of several. Organizes claims, counterclaims, reasons, and evidence into sections to build on each other. Develops reasons using relevant facts, details, and examples.	Writes an argument about a topic/text explaining why it is important. Describes how claim is one of several. Organizes claim, counterclaim, reasons, and evidence into sections. Describes reasons using facts, details, and examples. .	Writes an argument about a topic/text stating claim. Identifies the claim and reasons. Lists facts, details, and examples.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Literacy - 10th Grade - Reading: Informational Text - RI.9.10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4	3	2	1	0
Cites pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Justifies the text evidence selections to support the analysis.	Cites pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially	Cites relevant text evidence to support what the text says. Draws evidence explicitly.	Restates text evidence to support what the text says. Draws evidence explicitly.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Comments: