

Grades 9-10 Rubric for Writing – District 5 Accordion Style

Criteria	Advanced	Proficient	Nearing Proficient	Novice/Emerging	Unacceptable / Not scorable
<p>Organization: Structure, Flow and Purpose <i>Does the introduction peak interest appropriately to its audience and purpose?</i> <i>How effective is the structure of the writing and do the CLAIMS flow in a logical sequence?</i> <i>Are transitions used to progress ideas?</i> <i>Does the conclusion leave the reader satisfied?</i></p>	<ul style="list-style-type: none"> Topic and purpose are clear and effectively introduced through a precise thesis and effective preview. Claims flow logically to effectively prove the thesis. Consistently uses a variety of transitional strategies to link claims. Conclusion flows seamlessly from the information presented and addresses implications of the topic to the audience. 	<ul style="list-style-type: none"> Topic and purpose of the writing are stated in a precise thesis and clear preview. Claims flow adequately from beginning to end to prove the thesis. Transitions are used to link claims. Conclusion flows naturally from the information presented and states the implications of the topic to the audience. 	<ul style="list-style-type: none"> Topic of the paper is clear; purpose is less clearly stated in the thesis and a preview is inferred. Claims inconsistently flow from beginning to end to prove the thesis. Transitions are attempted but are not always effective. Conclusion is obvious, but does not clearly establish the implications of the topic to the audience. 	<ul style="list-style-type: none"> Topic is only somewhat clear; thesis may be vague or missing and no preview is offered. Claims are offered in a haphazard way and do not prove the thesis. Transitions are not offered. The conclusion is missing or does not fit the writing and no attempt is made to establish the implications of the topic to the audience. 	<p>Topic is unclear or inappropriate; no discernable thesis is offered.</p> <p>Introduction and/or conclusion are missing.</p>
<p>Evidence and Analysis <i>How thorough & convincing is the EVIDENCE used to support the writer's claim?</i> <i>How accurately and effectively did the writer ANALYZE evidence to support claims?</i> <i>Did the writer LINK the paragraphs?</i> <i>If Argumentative: Did the writer address and effectively refute counterclaims?</i></p>	<ul style="list-style-type: none"> Credible sources are used to support claims. Evidence strongly supports the writer's claims in order to prove the thesis. Analysis proves the writer's depth of knowledge on the topic. Claims and supporting evidence are effectively linked to the thesis. <p>Counterclaims and evidence are presented in a discipline-appropriate manner and are evaluated thoroughly.</p>	<ul style="list-style-type: none"> Most sources used to support claims are credible. Evidence adequately supports the writer's claims in order to prove the thesis. Analysis proves the writer's understanding of the way that the evidence supports the claim. Claims and supporting evidence are linked to the thesis. <p>Counterclaims and evidence are presented in a discipline-appropriate manner and are evaluated.</p>	<ul style="list-style-type: none"> Sources used to support claims may not be credible. Minimal evidence supports the writer's claims in order to prove the thesis. Weak or inaccurate analysis proves a lack of the writer's understanding of the way that the evidence supports the claim. Claims and supporting evidence are inconsistently linked to the thesis. <p>Counterclaims may be inferred, but are not supported or evaluated.</p>	<ul style="list-style-type: none"> Sources used to support claims are not credible or missing. Little to no evidence supports the writer's claims in order to prove the thesis. Inaccurate or no analysis is provided. Claims and supporting evidence are not linked to the thesis. <p>Counterclaims are not easily recognizable and are not developed.</p>	<p>Sources are blatantly non-credible or absent.</p> <p>Evidence and analysis is ignored.</p> <p>Counterclaims are missing.</p>
<p>Language Usage and Conventions <i>Is the language used precise and accurate?</i> <i>Is the style formal and appropriate to the occasion?</i> <i>Are there errors of conventions (i.e. grammar and spelling)?</i> <i>Is sentence structure strong and varied?</i></p>	<ul style="list-style-type: none"> Language choices are precise and effective to the purpose and audience of the writing. Style is formal and objective and fits the topic and occasion of the writing. Errors of convention are rare. Varied sentence structure with attention to sentence length and beginnings enhances meaning and fluency. 	<ul style="list-style-type: none"> Language choices are accurate and appropriate to the overall purpose. Style is formal and appropriate to the occasion of the writing. Few errors of convention appear. Some varied sentence structure enhances meaning and fluency. 	<ul style="list-style-type: none"> Language choices are generally adequate, but occasionally are not specific to the topic and purpose. Style is not consistently formal or appropriate. Errors of convention frequently appear or show lack of proofreading. Repetitive patterns in sentence structure do not enhance meaning. 	<ul style="list-style-type: none"> Language choices are sometimes inaccurate and are often not specific to the topic and purpose. Style is inconsistent and inappropriate to the topic and task. Errors of convention distract from the meaning of the writing. Awkward phrasing and choppy sentences inhibit the flow of ideas. 	<p>Language choices include inappropriate slang or profanity.</p> <p>Errors of convention cause the writing to be largely unreadable.</p>
<p>Citations <i>Did the writer cite evidence from sources?</i></p>	<p>Advanced/Proficient</p> <ul style="list-style-type: none"> All evidence is cited (although sources may not always be correctly formatted according to MLA). 		<p>Nearing Proficient/Novice</p> <ul style="list-style-type: none"> Some evidence is not cited. 		<p>No citations</p>

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