

## 2019 - STUDENT WORK RUBRIC - ARGUMENTATION TASK - GRADES 9-10

10th Grade ELA Anchor Module - Quarter 4

**Standards-Based Rubrics that Place Student Work on a Progression**

LDC's student work rubrics lay out the progression of evidence of standards-based thinking.

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
<b>Controlling Idea</b>	Makes a general claim with an unclear focus.		Establishes a <b>clear</b> claim that addresses the prompt, with an <b>uneven</b> focus.		Establishes <b>and maintains</b> a <b>clear, specific, and credible</b> claim that addresses all <b>aspects</b> of the prompt.		Establishes and maintains a <b>precise, substantive</b> claim that addresses all aspects of the prompt. <b>Acknowledges limitations and/or the complexity of the issue or topic.</b>
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.		Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.		Includes details, examples, and/or quotations from sources that <b>support</b> the claim and supporting <b>ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .		Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the claim and supporting ideas. Consistently cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explains ideas and source material <b>to support the argument</b> , with <b>some incomplete reasoning or explanations</b> .		<b>Accurately</b> explains ideas and source material and <b>how they support</b> the argument.		<b>Thoroughly</b> and accurately explains ideas and source material, <b>using logical reasoning to support and develop</b> the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.		<b>Groups ideas and uses transitions</b> to develop the argument, with <b>some lapses in coherence or organization</b> .		<b>Groups and sequences</b> ideas to <b>develop a cohesive argument</b> . Uses transitions to <b>clarify the relationships among claim(s), reasons, and evidence</b> .		Groups and sequences ideas in a <b>logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the precise relationships among claim(s), reasons, and evidence.
<b>RI.9-10.8: Evaluate Arguments</b>	Provides a <b>general evaluation</b> of the <b>overall validity</b> of an argument.		<b>Distinguishes between valid and invalid reasoning</b> in the text. <b>Evaluates the relevance and/or sufficiency of some evidence</b> in the text		Distinguishes between valid and invalid reasoning, <b>indicating how reasoning is or is not valid</b> . Evaluates <b>the extent to which reasoning and evidence in a text support the author's claims</b> , with attention to relevance and sufficiency of evidence <b>throughout the text</b>		Level 3 + Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not, with explanation of why
<b>RI.9-10.6: Analyze Use of Rhetoric</b>	Discusses use of rhetoric in the text with <b>minimal connection</b> to point of view/purpose OR <b>inaccurately</b> describes use of rhetoric in the text.		<b>Makes connections between</b> use of rhetoric in the text and the author's point of view/purpose.		<b>Accurately demonstrates</b> how use of rhetoric <b>advances</b> the author's point of view/purpose.		Accurately demonstrates how <b>specific instances of rhetoric work together</b> to advance the author's point of view/purpose.

LITERACY DESIGN  
COLLABORATIVE

LDC Student Formative Progress Tracking Using Standards-Based Rubric Data

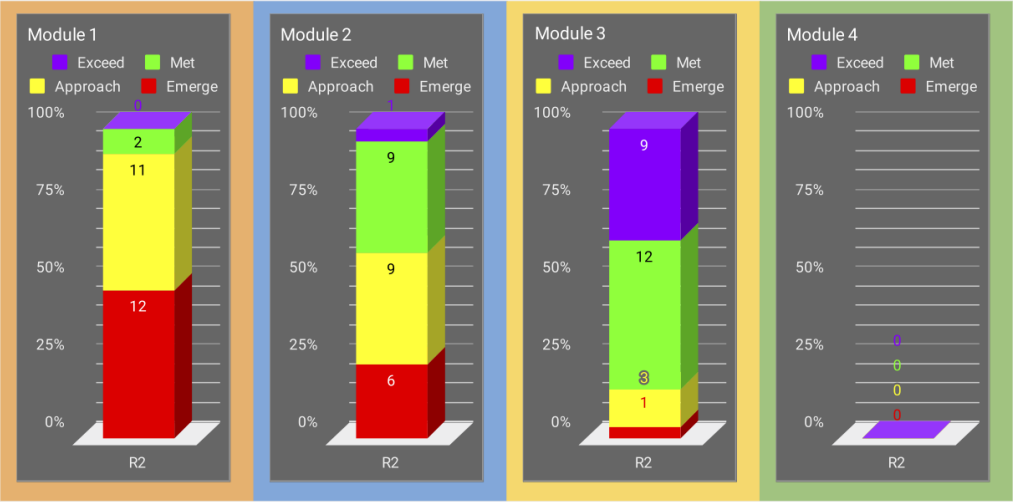
Your Name:	DIRECTIONS: Enter the Focus Reading/Content Standard Abbreviation (e.g. R2, R6, NGSS Data Analysis) of the Module in the <b>XX</b> . There is a three-word limit for what you enter. For ELA, you will have two reading standards. For Sci/SS, you will have one reading and one content standard.							
	Module 1		Module 2		Module 3		Module 4	
	Reading Standard	Content Standard	Reading Standard	Content Standard	Reading Standard	Content Standard	Reading Standard	Content Standard
	R2	R3	R2	R7	R2	R8	R2	R6
	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)	(Enter Scores as: 4, 3.5, 3, 2.5, 2, 1.5, or 1)
Student 1	1	1	1.5	1	3	3		
Student 2	1	1	2.5	3	3.5	3		
Student 3	1.5	1	3	3	3	3		
Student 4	2	1.5	2	3	3	3		
Student 5	2	1	2.5	2	3	3		
Student 6	3	2	3	3	4	4		
Student 7	2	2	1	1	3.5	3		
Student 8	1.5	2	2	3				
Student 9	2.5	2	3	3				
Student 10	2	2	3	2.5				
Student 11	1	2	2	3				
Student 12	1	2	2	3				
Student 13	2	2	3	2				
Student 14	1	2	1.5	2				
Student 15	2	3	1	1				
Student 16	1.5	1	2	3				
Student 17	1	1	3	3				
Student 18	2	2	2	1				
Student 19	1	2	1	2.5				
Student 20	1	2	3	3.5				
Student 21	2	1	3.5	3				
Student 22	1.5	1	1.5	2				
Student 23	2.5	2	3	3				

LITERACY DESIGN  
COLLABORATIVE

R2 Comparison Data

From the classroom of: Mrs. Smith

Evidence of Learning...



Toward Equity

### Sets of daily lessons designed to do one of two things:

1. Teach students the skills of a score level
2. Teach students to move from one level to the next

Used for targeted 1-1 instruction, small group, differentiation, or as the glue between modules



**Literacy Design  
Collaborative**

**SCALE**

Stanford Center for Assessment, Learning, & Equity

### 5th Grade

**CCSS.ELA-LITERACY.RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GRADE LEVEL & SCORING ELEMENT		EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
		1	1.5	2	2.5	3	3.5	4
5	RI.5.2: Determine Main Ideas; Summarize	Recounts the text, but the recounting is unclear and/or does not convey the text's main idea(s) <sup>2</sup>		Recounts the text and conveys the main idea(s) and key details		Summarizes the text, conveys the main idea, and generally explains how key details support the main idea(s)		Precisely summarizes the text, conveys the main idea, and precisely explains how key details support the main idea(s)

Level 1: <https://coretools ldc.org/mini tasks/f24aaa5f-f4d9-48f2-b0fb-34251b1c3294>

Level 2: <https://coretools ldc.org/mini tasks/f65231d1-ecbe-4d5b-8102-83b4bdbfad80>

Level 3: <https://coretools ldc.org/mini tasks/5e9b4e07-4479-4d4b-9622-d6187a806794>

Level 4 (Enrichment): <https://coretools ldc.org/mini tasks/7fedc1bc-19df-4b69-8644-304522152a33>

### SCALE<sup>1</sup> NORMED AND CALIBRATED STUDENT WORK RUBRICS, K-12.

- 1. Reading Rubrics (ELA)**  
Targeted instruction and intervention
- 2. Writing Rubrics (ELA)**  
Common expectations for argumentative and informational writing with a disciplinary focus
- 3. NGSS (SCIENCE)**  
Content & Practices, Cross Cutting Competencies and Disciplinary Core Ideas
- 4. C3 (SOCIAL STUDIES)**  
Content & Practices, Disciplinary Core Ideas

**[SEE ALL LDC STUDENT WORK RUBRICS HERE.](#)**



<sup>1</sup> [Stanford Center for Assessment, Learning, and Equity](#)