

**Grade 9-12 SAUSD Writing Rubric – Argumentative (Writing Standard 1)**

<b>Criteria</b>	<b>Standard Exceeded</b>	<b>Standard Met</b>	<b>Standard Nearly Met</b>	<b>Standard Not Met</b>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Focus/ Claim</b>	<p>Insightfully addresses all parts of the writing task</p> <p>Introduces precise claim(s) in a sophisticated thesis statement</p>	<p>Competently addresses all aspects of the writing task</p> <p>Introduces reasonable claim(s) in a clear thesis statement</p>	<p>Superficially addresses all aspects of the writing task</p> <p>Introduces plausible claim(s) in a thesis statement</p>	<p>Partially addresses aspects of the writing task</p> <p>Introduces superficial or flawed claim(s) in a weak thesis statement</p>	<p>Minimally addresses some aspect of the writing task</p> <p>Fails to introduce a relevant claim and/or lacks a thesis statement</p>
<b>Organization/ Structure</b>	<p>Maintains a logical and seamless organizational structure</p> <p>Thoroughly develops complex claim(s) with relevant body paragraphs</p> <p>Provides a meaningful and reflective conclusion</p> <p>Creates cohesion through skillful use of transitions between ideas</p>	<p>Maintains a logical organizational structure, includes paragraphs, and transitions between ideas</p> <p>Develops complex claim(s) with relevant body paragraphs</p> <p>Provides a meaningful conclusion</p>	<p>Maintains a mostly logical structure, includes paragraphs and some transitions between ideas</p> <p>Superficially develops claim(s) with relevant body paragraphs</p> <p>Provides a conclusion which repetitively or partially follows the claim</p>	<p>Offers an inconsistent organizational structure and may not include paragraphs or transitions (or transitions are awkward)</p> <p>Inadequately develops claim(s) with minimal body paragraphs</p> <p>Provides a sense of closure</p>	<p>Lacks an apparent organizational structure and transitions, but reader may still follow overall argument</p> <p>Fails to develop claim(s) with body paragraphs</p> <p>Provides an inadequate conclusion or omits conclusion</p>
<b>Evidence/ Support</b>	<p>Provides substantial and pertinent evidence to support claim(s)</p> <p>Seamlessly and effectively integrates and cites credible sources and/or textual evidence</p> <p>Convincingly refutes specific counter-claim(s)</p>	<p>Provides sufficient and relevant evidence to support claim(s)</p> <p>Competently integrates and cites credible sources and/or textual evidence</p> <p>Competently refutes specific counter-claim(s)</p>	<p>Provides limited and/or superficial evidence to support claim(s)</p> <p>Ineffectively integrates and cites adequate sources and/or textual evidence</p> <p>Minimally refutes counter claim(s)</p>	<p>Provides minimal and/or irrelevant evidence to support claim(s)</p> <p>Incorrectly integrates or cites sources and/or textual evidence that may not be credible</p> <p>Acknowledges alternate or opposing claim(s)</p>	<p>Provides inaccurate, little, or no evidence to support claim(s)</p> <p>Does not use or cite sources and/or textual evidence</p> <p>Fails to acknowledge alternate or opposing claim(s)</p>
<b>Analysis</b>	<p>Shows insightful understanding of topic/text</p> <p>Uses persuasive and valid reasoning to connect evidence with claim(s)</p>	<p>Shows competent understanding of topic/text</p> <p>Uses valid reasoning to connect evidence with claim(s)</p>	<p>Shows superficial understanding of topic/text</p> <p>Uses some valid and accurate reasoning to connect evidence with claim(s)</p>	<p>Shows limited understanding and/or flawed understanding of topic/text</p> <p>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</p>	<p>Shows no understanding of topic/text</p> <p>Reasoning is missing or does not connect evidence with claim(s)</p>
<b>Language</b>	<p>Uses purposeful and varied sentence structure</p> <p>Contains minimal to no errors in</p>	<p>Uses correct and varied sentence structure</p> <p>Contains few minor errors</p>	<p>Uses mostly correct and some varied sentence structure</p>	<p>Uses limited and/or repetitive sentence structure</p>	<p>Lacks sentence mastery (e.g., fragments/ run-ons)</p> <p>Contains serious and</p>

# Nyc Argumentative Essay Rubric Grade 9

**Jennifer H. Herman, Linda B. Nilson**



## Nyc Argumentative Essay Rubric Grade 9:

*Using Digital Humanities in the Classroom* Claire Battershill, Shawna Ross, 2022-03-24 Rooted in the day to day experience of teaching and written for those without specialist technical knowledge this is a new edition of the go to guide to using digital tools and resources in the humanities classroom In response to the rapidly changing nature of the field this new edition has been updated throughout and now features A brand new Preface accounting for new developments in the broader field of DH pedagogy New chapters on Collaborating and on Teaching in a Digital Classroom New sections on collaborating with other teachers teaching students with learning differences explaining the benefits of digital pedagogy to your students and advising graduate students about the technologies they need to master New advanced activities and advanced assignment sections including bots vlogging crowd sourcing digital storytelling web scraping critical making automatic text generation and digital media art Expanded chapter bibliographies and over two dozen tables offering practical advice on choosing software programs Accompanied by a streamlined companion website which has been entirely redesigned to answer commonly asked questions quickly and clearly this is essential reading for anyone looking to incorporate digital tools and resources into their daily teaching

**Resources in Education**, 1998-10

**Teaching Literacy in Urban Schools** Barbara Purdum-Cassidy, Lakia M. Scott, 2018-03-02 Today s public schools represent greater student diversity than ever before in the history of the United States yet pedagogical approaches as mandated by state education agencies and school districts superimpose mainstream curricula and instructional practices which ultimately disadvantage the academic outcomes of the majority minority African American and Hispanic Latino a students Unfortunately national report findings also heighten the educational crisis that exists for Black and Brown children with regard to reading and writing achievement As a result there is need to deeply explore the relationship between Black and Brown student literacy achievement and educational policy teacher education program curriculum and assessment This book seeks to provide some practical insights guided by conceptual and contextual knowledge by understanding how to teach urban African American and Hispanic Latino a students by discussing culturally appropriate instructional strategies that have demonstrated success among African American and Hispanic Latino a students This book will showcase successful models for teaching literacy to urban student through a discussion of topics that include 1 increasing literacy achievement and motivation 2 multicultural literacy practices and 3 early and elementary literacy instruction

**Creating Engaging Discussions** Jennifer H. Herman, Linda B. Nilson, 2023-07-03 If you have ever been apprehensive about initiating classroom discussion fearing silences the domination of a couple of speakers superficial contributions or off topic remarks this book provides strategies for creating a positive learning experience Jennifer H Herman and Linda B Nilson demonstrate how to create the conditions to facilitate deep and meaningful learning as well as to assess the effectiveness of discussions They identify analyze and solve common problems in both classroom and online discussions and in both small and large classes They take a direct practice oriented approach that

in acknowledging common challenges provides principles guidance on design examples of activities and techniques and eight detailed case studies These cases demonstrate successful approaches that faculty across disciplines and from a variety of institutions have adopted in their face to face blended or online courses at the undergraduate or graduate level The case authors begin by describing the original pedagogical challenge they faced and explain how they addressed it and assessed the results of their innovation They also offer practical recommendations to readers who may want to try their strategies Intended for faculty this book will be equally valuable for educational developers who can use this resource in their programs and private consultations At the graduate level this book can serve as a text or workshop resource in college teaching courses and teaching assistant development programs The final chapter provides a set of resources and activities including discussion questions on the case studies writing prompts and jigsaw formats that are equally appropriate for individual study or for use in workshop environments You ll never again have to suffer such a profound silence that as described by a contributor to the book she could hear the crickets chirping outside

**The Brown Center Report on American Education** Paul Diperna,2000-09-01 The Brown Center on Education Policy conducts research on topics in American education with a special focus on efforts to improve academic achievement in elementary and secondary schools The center seeks to inform policymakers at all levels of government to influence the course of future educational research and to produce a body of work not only valuable to policymakers and scholars but also parents teachers administrators taxpayers school board members and the general public This annual report card analyzes the state of American education using the latest measures of student learning uncovers and explains important trends in achievement test scores and identifies promising and disappointing educational reforms Unlike similar reports intended solely for government use the Brown Center annual report card is written for an audience of parents teachers and policymakers

**Bulletin of the Atomic Scientists** ,1992-12 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world

**Book Review Digest** ,2002 **Argumentative Writing, Grades 9-12** PCG Education Staff,2016 Over the course of this book students learn how to write formal arguments by working collaboratively with their peers to examine argument models plan for their writing and gather evidence Students will practice writing independently and engage in peer review to revise their work By the end of the unit each student will have written a fully developed argument

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