

# Georgia Milestones Ninth Grade Literature and Composition EOC Assessment Guide

## Seven Point Two-Trait Rubric Trait 1 for Argumentative Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	<b>4</b>	<p><i>The student's response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively introduces a claim or claims and engages the audience</li> <li>Uses an organizational strategy to establish clear relationships among claim(s), counterclaims, reasons and relevant evidence</li> <li>Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaims fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns</li> <li>Acknowledges and counters opposing claims, as appropriate</li> <li>Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience</li> <li>Provides a strong concluding statement or section that follows from and supports the argument presented</li> </ul>
	<b>3</b>	<p><i>The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Clearly introduces a claim or claims</li> <li>Uses an organizational strategy to present claims, reasons, and evidence</li> <li>Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaims and to clarify relationships between claims, reasons, evidence, and counterclaims while attempting to attend to the audience's knowledge or concerns</li> <li>Attempts to acknowledge and counter opposing claims, as appropriate</li> <li>Uses words and/or phrases to connect ideas</li> <li>Uses an appropriate tone and style fairly consistently for task, purpose, and audience</li> <li>Provides a concluding statement or section that follows from the argument presented</li> </ul>
	<b>2</b>	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely-related evidence.</i></p> <ul style="list-style-type: none"> <li>Attempts to introduce a claim, but the claim may be unclear</li> <li>Attempts to use an organizational structure, which may be formulaic</li> <li>Develops, sometimes unevenly, reasons and/or evidence to support a claim and present opposing claims but shows little awareness of the audience's knowledge or concerns</li> <li>Makes reference to opposing claims</li> <li>Attempts to use words and/or phrases to connect claims, counterclaims, reasons, evidence, but cohesion is inconsistent or weak</li> <li>Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience</li> <li>Provides a weak concluding statement or section</li> </ul>
	<b>1</b>	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"> <li>May not introduce a claim, or the claim must be inferred</li> <li>May be too brief to demonstrate an organizational structure, or no structure is evident</li> <li>Provides minimal information to develop the claim(s), little or none of which is from sources and fails to attend to the audience's knowledge or concerns</li> <li>Makes no attempt to reference, acknowledge, or counter opposing claims</li> <li>Makes no attempt to use words and/or phrases to connect claims and reasons, reasons and evidence, and claims and counterclaims</li> <li>Uses a style and tone that are inappropriate and/or ineffective</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>The response is completely irrelevant or incorrect, or there is no response.</li> <li>The student merely copies the text in the prompt.</li> <li>The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

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## Seven Point Two-Trait Rubric Trait 2 for Argumentative Genre

Description	Points	Criteria
<b>Language Usage and Conventions</b>  <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.</i>	<b>3</b>	<i>The student's response demonstrates full command of language usage and conventions</i> <ul style="list-style-type: none"> <li>• Uses <u>clear and complete sentence structure</u>, with appropriate range and variety</li> <li>• Makes an attempt to attribute paraphrases and direct quotations to their sources via in text or parenthetical citations</li> <li>• Has <u>no errors in usage and/or conventions</u> that interfere with meaning*</li> </ul>
	<b>2</b>	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Uses <u>complete sentences</u>, with <u>some variety</u></li> <li>• <u>Attributes paraphrases and direct quotations inconsistently</u> to their sources via in text or parenthetical citations</li> <li>• Has <u>minor errors in usage and/or conventions</u> with no significant effect on meaning*</li> </ul>
	<b>1</b>	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has <u>fragments, run-ons, and/or other sentence structure errors</u></li> <li>• <u>Makes little if any attempt to attribute paraphrases and direct quotations to their sources</u></li> <li>• Has <u>frequent errors in usage and conventions</u> that interfere with meaning*</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.