



Interim Assessment: Grade 10 Overview

Purpose and Use:

The ELA assessments are designed as extended constructed response tasks that address the four strands of the Common Core State Standards (CCSS). Assessment items have been designed using the CCSS and CORE Assessments, and are similar in construction to the expectations outlined in the Smarter Balanced Assessment system. Each assessment will take approximately three to four class periods, though more time may be allotted if necessary. The assessment window closes on March 6, 2015.

Part of the assessment process is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Teachers should analyze the assessments in grade-level teams in order to *plan* for instruction leading up to the delivery of the assessments; *deliver* the assessments; *reflect* on the student work produced, and also on the instruction and assessment processes; and, determine next steps for *refining/revising* instruction. Teachers should work together in professional development banked time or grade-level meeting time to engage in conversations around analysis of student work.

During the first part of the assessment the students are reading, discussing, analyzing, and synthesizing information from text(s). Even though these discussion activities are not being assessed, they are critical in this assessment process. Various scaffolds have been built into each grade-level's assessment in the form of graphic organizers. **Depending upon the needs of students, teachers may take some time to clarify any misconceptions or vocabulary that cannot be determined from context. Additional time may be taken to provide up front vocabulary instruction/study for English learners.**

Scoring:

The Smarter Balanced rubrics have been adapted to meet the task and grade level.

A Note on Argumentative Writing

This assessment is designed to be an instructional experience that uses writing an argumentative text as an assessment for learning. In other words, the assessment experience is not an end of instruction while assessment occurs. It is an instructional experience that contains a culminating writing task in which students demonstrate their levels of mastery of written argumentation. Their work will be based on reading, textual analysis and annotation, discussion, and writing with a purpose to create a logical argument

According to Glass (2013), on whose work much of the ongoing and developing LAUSD ELA Curriculum Maps is based, “Many of you are familiar with persuasive writing, which is akin to - but not to be confused with-argumentation. Argument writing is predicated on clear reasons and relevant evidence and not on emotional appeal” (p. 12).

In addition, the purpose of argumentative writing is clearly stated in Appendix A of the ELA Common Core Standards’ discussion, which compares persuasion with argument:

A logical argument...convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing (p. 24).

The authors of the Common Core also cite Fulkerson (1996):

...The proper context for thinking about argument is one ‘in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own’ (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century (p. 25).

References

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*.

Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Glass, K. T. (2013). *Mapping comprehensive units to the ELA Common Core Standards 6-12*. Thousand Oaks, CA: Corwin.



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Content Area	English Language Arts
Title	Is Edward Snowden a whistleblower, a criminal, or both?
Grade Level	Grade 10
Target Area	Extended Constructed Response
Common Core State Standards	<p>RI 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.</p> <p>RI 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made how, they are introduced and developed, and the connections that are drawn between them.</p> <p>RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W 10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L 10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>*SL 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>*SL 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
SBAC Assessment Claims	<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>
Assessment Overview	This assessment is divided into two parts over a three to four day period. The prewriting/planning in part one will involve reading, note-taking, speaking and listening, constructed response questions, and essay organization. In part two, students will be asked to draft an informative/explanatory text.
Assessment Components	<ol style="list-style-type: none"> 1) Directions to Teacher 2) SBAC Writing Rubric 3) Three Texts (embedded with assessment and website links) 4) Two Graphic Organizers and two essay planning templates 5) Constructed Response Questions 6) Writing Task

*Standard addressed but not explicitly assessed.



Assessment and Teacher Materials

Assessment Materials:

Student Texts:

NAME	LOCATION	USE ON DAY...
Excerpt from “11 disturbing things Snowden has taught us (so far)”	Student Materials	All days
“Edward Snowden is a Whistleblower” https://www.aclu.org/blog/free-speech-national-security/edward-snowden-whistleblower	Online	Days 2 -4
“Edward Snowden is No Hero” http://www.newyorker.com/online/blogs/comment/2013/06/edward-snowden-nsa-leaker-is-no-hero.html	Online	Days 2-4

Graphic Organizers and Templates: All of these documents are included in this packet

NAME	USE ON DAY...
“11 disturbing things Snowden has taught us” organizer	All days
“Edward Snowden is a Whistleblower” organizer	Days 2 -4
“Edward Snowden is No Hero” organizer	Days 2-4
Text-Dependent questions	Day 2
Counterargument Template	Day 3

Teacher Materials

Overview of the assessment: purpose, standards, general description (see opening page)

Day-by-day teacher instructions (see subsequent pages)

Teacher Notes:

- Student background knowledge

Students may have a little or no familiarity with the Edward Snowden case. A brief introduction regarding Snowden and his actions might be necessary. This article from *Salon.com*, “NSA whistle blower Steps Forward”

(http://www.salon.com/2013/06/09/nsa_whistleblower_steps_forward/) provides background of his actions. At the time the article was written, Snowden was still in Hong Kong. He is now in Russia after having been sequestered in the Moscow



airport for a number of weeks. **Note: This article is not for the students to read. It is only to assist teachers in providing a very brief (five minutes or less) introduction.**

- This assessment was inspired by a lesson developed by the *New York Times Learning Network Text to Text*. See link under “Additional Resources.”
- Two of the student texts must be downloaded from the internet. See the “Student Materials” table. The links are also provided in the text information boxes for each day.
- During the first two days of the assessment the students are **reading, discussing, analyzing, and synthesizing** information from three different articles. Even though these discussion activities are not being assessed, they are critical for students to effectively participate in the writing process.
- Scaffolds—graphic organizers, template—are built into the assessment.
- Essay (Extended Constructed Response) structure suggestions:
The only essay template included in the assessment packet is the “Counterargument planning template.” This template was included to address challenges students often have with structuring a counterargument, so the template is included to address those challenges.

For the essay the students should have an introduction, argument/thesis statement, at least two claims with supporting evidence and explanation on how the evidence supports the claim and thesis, a counterargument, and a conclusion.

Additional resources: background resources on Snowden for teacher’s own knowledge

- New York Times Learning Network Text to Text: Edward Snowden and Daniel Ellsberg
http://learning.blogs.nytimes.com/2013/09/24/text-to-text-edward-snowden-and-daniel-ellsberg/?_r=0
- “NSA whistle blower Steps Forward”
http://www.salon.com/2013/06/09/nsa_whistleblower_steps_forward/
- “11 disturbing things we have learned from Edward Snowden (so far)*”
<http://www.globalpost.com/dispatch/news/politics/130703/edward-snowden-leaks>

* Since the development of this assessment, the title of this article has changed to “13 things we have learned from Edward Snowden” (so far).



ELA Grade 10 Periodic Assessment #1

Is Edward Snowden a whistleblower, a criminal, or both?

Directions to Teacher

This CCSS Periodic Assessment should be administered over three to four days, which is based on a traditional bell schedule, 50 minute periods. The directions below outline the steps to follow for a four-day administration. If a teacher chooses to administer the assessment over a three-day period, it is recommended to combine the activities for days two and three into one day.

The first two days of the assessment will focus on engaging with all three texts. This work will include reading, gathering and synthesizing information, and discussion. On the last two days of the assessment, students will be answering questions, organizing their essay, and finally on the fourth day, writing their essay response to the prompt. The teacher instructions are organized by day.

Teacher Preparation: In order for students to be able to effectively engage with the texts and address the essay prompt, the teacher may have to provide a brief back ground of Edward Snowden and his actions (Snowden brief background: http://www.salon.com/2013/06/09/nsa_whistleblower_steps_forward/. At the time of this article, Snowden was in Hong Kong. He fled to Russia, where he had to remain in the airport for a few weeks, and then was finally able to leave the airport, but remain in Russia where he currently resides).

Day 1

Text: West, Angus. Excerpt from “11 disturbing things Snowden has taught us (so far).” *Global Post*. GlobalPost – International News, 9 Jul. 2013. Web. 8 Oct. 2013

Materials:

Text Excerpt (PDF)

“11 disturbing things Snowden has taught us (so far)” Graphic Organizer

1. **Reading:**

(approximately seven minutes)

Distribute to students the passage “11 disturbing things Snowden has taught us (so far).” This text discusses five facts and consequences related to Snowden’s actions. In a Jigsaw activity, assign each student two facts (consequences are attached) to read individually. Students should be encouraged to highlight and/or annotate as they read.

2. **Note-taking:** RI 10.1, RI 10.3, RI 9.9, W 9.9

(approximately 20 minutes)

Distribute the graphic organizer for this text. Ask students to reread their assigned facts and use the organizer to summarize what they read (one row per fact), completing the



first three columns of the organizer. For the third column, “My response to Snowden’s actions,” encourage students to think about what they have read, then honestly and constructively respond.

3. **Speaking/Listening Questions:** RI 10.1, RI 10.3, RI 10.6, RI 10.9, W 10.9, SL 10.1, SL 10.6

(approximately 20 minutes)

Working in pairs, students share the information they have captured on the organizer. Each student should relate this information (each fact should be discussed separately, but the student’s opinions and ideas could be integrated throughout the discussion). **The student who is listening should be capturing the information on their organizer.**

Once the first student has completed relating the information regarding their first fact, the listening student should respond to what was just said and add their response to their organizer under “My response...,” while the other student adds it to “My partner’s response...” This process is repeated for the next point, and then they switch roles, and repeat the same process.

At the bottom of the organizer is the question, **“In an informal paragraph, answer this question: What are your thoughts about Snowden after reading this text?”** This question is to assist students in starting to formulate their argument regarding Snowden. This should be a very informal writing, but encourage students to use the information they just read and discussed to support their ideas. They can write this answer on the back of the graphic organizer or on a separate sheet of paper.

Day 2

Text: German, Michael. “Edward Snowden is a Whistleblower.” *ACLU: American Civil Liberties Union*. ACLU, 2 Aug. 2013. Web. 23 Sept. 2013.

<https://www.aclu.org/blog/free-speech-national-security/edward-snowden-whistleblower>

Text: Toobin, Jeffrey. “Edward Snowden is No Hero.” *The New Yorker*. Condé Nast, 10 Jun. 2013. Web. 23 Sept. 2013.

<http://www.newyorker.com/online/blogs/comment/2013/06/edward-snowden-nsa-leaker-is-no-hero.html>

Text: West, Angus. Excerpt from “11 disturbing things Snowden has taught us (so far).” *Global Post*. GlobalPost – International News, 9 Jul. 2013. Web. 8 Oct. 2013.

Materials:

Three texts

“Edward Snowden is a Whistleblower” Graphic Organizer

“Edward Snowden is No Hero” Graphic Organizer

“11 disturbing things Snowden has taught us (so far)” Graphic Organizer



1. Reading:

(approximately 10 minutes)

Distribute the ACLU article, “Edward Snowden is a Whistleblower.” Students are to read the entire article. The teacher can read the article out loud to the students; the students can read it out loud; or, the students can read it silently.

2. Note-taking and Speaking/Listening: RI 10.1, RI 10.3, RI 10.9, W 10.9, SL 10.1, SL 10.2

(approximately 20 minutes)

Distribute the “Edward Snowden is a Whistleblower” graphic organizer.

Instruct the students to reread the article again silently, highlighting and/or annotating information that they deem important and/or that relates to their reading from the previous day.

Working in pairs or groups of three, students complete the first two columns: “Reasons that support why Snowden is a whistleblower,” and “Why do you believe this reason is important for people to understand?”

After the students complete both columns, they should then take out the “11 disturbing things that Snowden has taught us (so far)” text and graphic organizer. With the text and the organizer students should address the question in the third column, “What facts from the ‘11 disturbing things...’ article relates to this reason?” Students should be looking for connections between the claims and evidence presented in both texts.

3. Reading:

(approximately 20 minutes)

Distribute the *The New Yorker* article, “Edward Snowden is No Hero.” Students are to read the entire article. The teacher can read the article out loud to the students; the students can read it out loud; or, the students can read it silently.

4. Note-taking and Speaking/Listening: RI 10.1, RI 10.3, RI 9.9, W 9.9, SL 10.1, SL 10.2

(approximately 20 minutes)

Distribute the “Edward Snowden is No Hero” graphic organizer. Instruct the students to reread the article again silently, highlighting and/or annotating information that they deem important and/or that relates to their reading from the previous day.

Working in pairs or groups of three, students complete the first two columns: “Reasons that support why Snowden deserves to be in prison,” and “Why do you believe this reason is important for people to understand?”

After the students complete both columns, they refer back to the “11 disturbing things that Snowden has taught us (so far)” text and graphic organizer. With the text and the



organizer students should address the question in the third column, “What facts from the ‘11 disturbing things...’ article relates to this reason?” Students should be looking for connections between the reasons and evidence presented in both texts.

At the bottom of this graphic organizer is a question, “Now that you have read and worked with all three texts, what do you think about Snowden’s actions? Discuss with your partner. Use evidence from the text to support your answer.” Students should have a short five minute discussion in pairs about their opinion of Snowden, using evidence from the text to support their answers. If you feel it will help the students, you could have them write their answer out before discussing.

At the end of this session, ask students to think about this question, “Is Snowden a whistleblower, a criminal, or both?”

Day 3

Text: See Day 2

Materials:

Three texts

Text-Dependent Questions

Counterargument Planning Template

Essay Organization Template

1. **Text-Dependent Questions:** RI 10.1, RI 10.2, RI 10.3

(approximately 20 minutes)

Distribute the Text-Dependent Questions (TDQ) for “Edward Snowden is No Hero” and “Edward Snowden is a Whistleblower. There is one question per text. Students are to work individually answering the questions. Emphasize with students that they should be using all their notes (work from previous days) and the texts to help them address the questions.

Text-Dependent Question for “Edward Snowden is a Whistleblower”

In the last paragraph on page one of the article, Michael German writes:

It is clear that these disclosures benefited the public, by giving victims of illegal surveillance—essentially all Americans—the knowledge and opportunity to challenge these unconstitutional programs, both in the courts and through their elected representatives in Congress. Even President Obama said he “welcomed this debate” and thought it was “healthy for our democracy.” **Yet a properly informed public debate on these programs would not have been possible without Snowden’s leaks (1-2).**



In the paragraphs on the first page, identify and briefly explain one piece of evidence that German cites which supports his claim that Snowden’s actions (leaking the documents) made public debate on national security possible.

Text-Dependent Question for “Edward Snowden is No Hero”

Jeffrey Toobin believes that Snowden “deserves to be in prison.” In the fourth paragraph, he writes, “Any government employee or contractor is warned repeatedly that the unauthorized disclosure of classified information is a crime.”

Identify and briefly explain one piece of evidence from the text that supports Toobin’s argument that Snowden “deserves to be in prison.”

2. Planning and Organizing the Essay: W 10.1, W 10.9

(approximately 30 minutes)

Distribute the prompt to the students. Explain to them that they are now to use all their notes and the texts to help them organize their essay.

Distribute the “Counterargument Planning” template. Students should follow the directions on the template to develop their counterargument. Students should also have all their texts, graphic organizers, and text-dependent questions in front of them as they complete the template.

Day 4

1. Writing the Essay: W 10.1, W 10.4, W10.9, L 10.6

(50 minutes)

Using all the texts, graphic organizers, and other notes, students now address the prompt in a well-constructed essay (see “Teacher Notes” for information regarding essay structure).

Edward Snowden admitted to leaking national security information to British and American press. Opinions on Snowden differ greatly across the United States and the world. You have read and discussed differing viewpoints on Snowden. Now it is time for you to articulate your argument. In a well-constructed essay, answer the following question: Is Edward Snowden a whistleblower, criminal, or both?

Excerpt from 11 disturbing things Snowden has taught us (so far)

What is the extent of the information Edward Snowden has leaked? We break it down.ⁱ

<http://www.globalpost.com/dispatch/news/politics/130703/edward-snowden-leaks>

(Text is excerpted directly from the original online text)

1) Can you hear me now?

The Guardian reported on June 6 that, according to documents leaked by Edward Snowden, the Obama administration enabled the National Security Agency to collect caller information from Verizon through a “business records” provision of the Patriot Act, established under President George W. Bush. The government ordered Verizon to hand over call information on a daily basis, including the time, location and duration of calls. The Bush administration began collecting such information in October 2001 from AT&T, Verizon and BellSouth, which USA Today reported in 2006.

The consequence:

While US officials sought to reassure the public that such surveillance was legal and part of an ongoing program vital to national security, many Americans called the domestic spying an unnecessary invasion of privacy and lamented that it was even legal in the first place. A national debate quickly erupted.

2) Yes we scan

Snowden also leaked a secret 41-slide PowerPoint presentation apparently used to train US intelligence personnel. The slides detail the NSA’s involvement in a then-clandestine program called PRISM.

PRISM is the NSA effort to collect massive amounts of data from internet companies such as email content, search histories and file transfers tied to potential terrorism or espionage suspects. The PowerPoint presentation confirmed that the NSA is able to directly access the servers of “major US service providers,” describing collaboration with tech companies like YouTube, Skype, Google and Apple. Google, Apple, and others in the tech industry, however, denied awareness of the program.

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PRISM began in 2007 with Microsoft and expanded to include Apple in 2012. To be subject to PRISM surveillance, there need only be “reasonable suspicion” that one of the suspects is outside the United States. Unlike the Verizon court-ordered collaboration, the government can access live information, photos, video chats and data from social networks directly through the companies’ servers without required consent or individual court orders. One slide puts the cost of the program at \$20 million per year.

The consequence:

Domestically, PRISM was criticized for its ability to collect data on US citizens unintentionally. Also, the revelations coincided with a meeting between Chinese President Xi Jinping and US President Barack Obama, adding tension to an already heated dialogue over cyber-espionage between the two countries. The summit in California was focused on US accusations of Chinese cyberattacks; but the US had little credibility in the wake of the Snowden leaks. China was adamant that it too was the victim of US attacks. EU countries were also brought into the mix, and European citizens now worry they have been spied upon through the PRISM program.

3) NSA procedures

On June 20, the Guardian revealed two more documents obtained by Snowden (viewable [here](#) and [here](#)). Signed by Attorney General Eric Holder in 2009, the documents shed light on procedures sanctioned by the Foreign Intelligence Surveillance Court. According to the documents, the NSA can keep (and make use of) information inadvertently gathered on US citizens for a period of up to five years — without a warrant — but only if the information is deemed to be relevant in preventing national security threats or to aid further investigations. The information can be sent to allied governments or foreign organizations, so long as the person’s identity is anonymous.

The consequence:

While the documents outline the circumstances the NSA must destroy data collected from US citizens, as well as the rigorous steps analysts are supposed to take to make sure a target is outside the United States, they also reveal several ways the NSA can continue to use data collected on US citizens. The revelations appear to contradict statements by Obama and others that the NSA cannot access data on US citizens without a warrant.

Patrick McFarland, inspector general for the US Office of Personnel Management, meanwhile, announced an ongoing probe into whether a proper background check was conducted before Snowden was given a Top Secret/Sensitive Compartmented Information-level clearance.

The investigation focused on the operations of US Investigations Services (USIS), a Virginia-based information and security company employed by the government to conduct background

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checks. US government officials came under fire during a Senate subcommittee hearing investigating why the NSA hired Snowden despite discrepancies on his resume. Booz Allen Hamilton noted potential issues but failed to act and USIS, which screened Snowden for his government security clearance before his work with Booz Allen Hamilton, was similarly unsuccessful in acting on any suspicious elements.

4) Fail-safe switch

Glenn Greenwald, the Guardian journalist who received Snowden's first leak, told The Daily Beast that the rest of Snowden's files have been disseminated around the world. If something unforeseen befalls Snowden, Greenwald reported, more information will inevitably be leaked.

Greenwald said that though the still-secret documents are encrypted, Snowden has made arrangements for the passwords to reach those with the files if he is unable to access them himself.

Greenwald also said Snowden gave him many more documents than those so far released and believes Snowden has even more on top of that. The documents are said to be stored on four laptops in Snowden's possession. Greenwald said he does not wish to publish any details of the NSA's surveillance systems that could foster or enable security breaches, nor does Snowden.

The consequence:

The fact that Snowden made multiple copies of the classified intelligence he carries created renewed angst among US officials. New questions were raised as to whether the US intelligence community can adequately stem the current leak and prevent future breaches from occurring.

5) NSA surveils Europe

German news magazine Der Spiegel revealed on June 29 it had seen part of a 2010 document, obtained by Snowden, showing that the NSA spied on European citizens and EU officials.

The document reportedly specifies Europeans as a "location target," with Germans singled out as a major focus of US eavesdropping. The document also mentions telecommunications hacking — first reported by EU officials five years ago — of the EU Council of Ministers and the European Council at the Justus Lipsius Building in Brussels. Calls from an NSA-occupied building at the NATO headquarters outside of Brussels, according to the document, were traced to the Lipsius Building.

The consequence:

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Europeans erupted in anger over the new allegations. German Justice Minister Sabine Leutheusser-Schnarrenberger said: "If the media reports are accurate, then this recalls the methods used by enemies during the Cold War."

Grievances with the US surveillance program were particularly evident in Germany where, after a frank conversation between German Chancellor Angela Merkel and Obama during his visit to Berlin earlier in the month, cybersecurity was a hot topic.

ⁱ This text has been excerpted. The original post listed 11 things. We have excerpted five of them.

Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 4-point Argumentative Writing Rubric (Grades 9-10)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response demonstrates intention and focus in the inclusion of information:</p> <ul style="list-style-type: none"> • Extraneous information is omitted • Claim is clearly and succinctly stated • Cohesion from start to finish • A claim and counter claim on a either side of an issue are introduced; strengths and limitations of both are acknowledged 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Logical and cohesive progression of ideas from beginning to end • Strong connections and clear relationships among ideas • Identifies and explains instances of objective and subjective information 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Textual evidence strongly supports claim and reasoning • Analysis of evidence supports and extends reader’s understanding of the claim and reasoning • Significance of analysis is insightful, unambiguous, and pertinent • The response effectively presents evidence from multiple sources 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Effectively employs academic and domain specific vocabulary • Effectively employs a variety of sentence structures to shape the argument and engage the reader • Effectively establishes a formal, authoritative tone 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • Few if any errors in conventions, spelling, and grammar

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 3-point Argumentative Writing Rubric (Grades 9-10)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
3	<p>The response demonstrates focus in the inclusion of information:</p> <ul style="list-style-type: none"> • Extraneous information is omitted • Claim is clearly stated • Response maintains cohesion through most of the text • A claim and counter claim on a either side of an issue are introduced; strengths and/or limitations of both are acknowledged 	<p>The response has a clear organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Logical and cohesive progression of ideas from beginning to end • Clear connections and relationships among ideas • Identifies and attempts to explain instances of objective and/or subjective information 	<p>The response provides convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Textual evidence clearly supports claim and reasoning • Analysis of evidence provides some support and extension for reader’s understanding of the claim and reasoning • Significance of analysis is reliable and pertinent • The response effectively presents evidence from multiple sources 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Effectively employs academic and domain specific vocabulary • Employs a variety of sentence structures to shape the argument and engage the reader • Establishes a formal, authoritative tone 	<p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • May contain some errors in conventions, spelling, and grammar, which do not interfere with reader’s understanding of the text

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 2-point Argumentative Writing Rubric (Grades 9-10)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
2	<p>The response demonstrates some focus in the inclusion of information:</p> <ul style="list-style-type: none"> • May include some extraneous information • Claim is stated • Limited cohesion throughout the text • A claim and counter claim on a either side of an issue are introduced 	<p>The response has an organizational structure:</p> <ul style="list-style-type: none"> • Progression of ideas is inconsistent • Attempts to make connections among ideas • Distinguishes between fact and interpretation 	<p>The response provides support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response lacks depth:</p> <ul style="list-style-type: none"> • Some textual evidence supports claim and/or reasoning • Analysis of evidence provides some support for reader’s understanding of the claim and reasoning • Analysis of evidence is reliable and pertinent • The response presents evidence from at least one source 	<p>The response expresses ideas using mostly clear language:</p> <ul style="list-style-type: none"> • Attempts to employ academic and domain specific vocabulary, but may have some errors in use • Very little variety of sentence structure • Attempts to establish a formal or authoritative tone 	<p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • Contains some errors in conventions, spelling, and grammar, which interfere with reader’s understanding of the text

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 1-point Argumentative Writing Rubric (Grades 9-10)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
1	<p>The response lacks focus:</p> <ul style="list-style-type: none"> Includes extraneous information Claim is not clearly stated Lacks cohesion throughout the text No counterclaim is introduced 	<p>The response has limited or no organizational structure:</p> <ul style="list-style-type: none"> No progression of ideas No connections among ideas Does not distinguish between fact and interpretation 	<p>The response fails to provide support/evidence for the writer’s claim, and/or does not include the use of facts and details. The response lacks depth:</p> <ul style="list-style-type: none"> Little or no textual evidence is provided Analysis is lacking Evidence, if provided, lacks relevance The response fails to present evidence from at least one source 	<p>The response expresses ideas using mostly vague or confusing language;</p> <ul style="list-style-type: none"> Does not attempt to employ academic and domain specific vocabulary, or has many errors in use Uses primarily simple sentences Does not establish a formal, authoritative tone 	<p>The response demonstrates a limited command of conventions:</p> <ul style="list-style-type: none"> Contains many errors in conventions, spelling, and grammar, which interfere with reader’s understanding of the text