**Grade 9: Researched Argumentative Speech/Presentation Rubric**

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| **Element** | | **4**  **Above Mastery** | **3**  **Mastery of Grade Level Standards** | **2**  **Approaching Mastery** | **1**  **Novice** |
| **Speech** | **Argument** | * Offers precise and insightful claims, demonstrating deep understanding of the subject under investigation. * Provides thoroughly developed analysis by warranting and backing all claims. * Develops effective, convincing appeals to ethos, pathos, and logos. * Supports position/claim with compelling, relevant, accurate, and credible evidence. * Identifies and convincingly refutes counterclaims when appropriate. * Conveys an accurate and in-depth understanding of the topic, audience, and purpose for the writing task. | * Offers clear and explicit claims, demonstrating understanding of the subject under investigation. * Provides adequate analysis by warranting and backing claims. * Develops and/or imitates appeals to ethos, pathos, and logos. * Supports position/claim with relevant and credible evidence. * Identifies and refutes counterclaims when appropriate. * Conveys an accurate and complete understanding of the topic, audience, and purpose for the writing task. | * Offers claims which are somewhat limited and/or especially broad and vague. * Provides minimal analysis in terms of warranting and backing claims. * Attempts appeals to ethos, pathos, and logos. * Attempts to support position/claim with evidence; however, evidence may be minimal, irrelevant, or inadequate. * Fails to identify and/or logically and convincingly refute counterclaims when appropriate. * Conveys a partially accurate and somewhat basic understanding of the topic, audience, and purpose for the writing task. | * Claims are indistinct or too limited, demonstrating little understanding of the subject under investigation confusing, and/or especially vague. * Little or no analysis in terms of warranting and backing claims. * No appeals to ethos, pathos, and logos. * Provides little or no evidence; response consists mainly of narration and/or repetition of content. * Fails to identify counterclaims when necessary. * Conveys a confused, incoherent, or largely inaccurate understanding of the topic, audience, and purpose for the writing task. |
| **Research Question and Engagement w/ Source Material** | * Evaluates and revises research questions for precision and clarity, creating the opportunity to develop a clear position. * Narrows or broadens the inquiry when appropriate. * Gathers relevant, accurate, and credible evidence from multiple authoritative print and digital sources. * Assesses the strengths and limitations of each source in terms of the task/question, purpose, and audience. * Synthesizes multiple sources on the subject with own ideas, avoiding overreliance on any one source. | * Evaluates and revises research questions for clarity, creating the opportunity to develop a clear position. * Narrows or broadens the inquiry when appropriate. * Gathers relevant and credible evidence from multiple authoritative print and digital sources. * Assesses the strengths of each source in terms of the task/question, purpose, and audience. * Synthesizes multiple sources on the subject with own ideas. | * Establishes a research question which creates limited opportunity to develop a position. * Gathers evidence from multiple sources; however, evidence may be minimal, irrelevant, or inadequate. * Inadequately assesses the strengths of each source in terms of the task/question. * Mostly summarizes multiple sources, and integrates source information into the text without attention to the flow of ideas. | * Fails to establish a research question which creates the opportunity to develop a position or solve a problem. * Gathers little or no evidence. * Fails to assess the strengths and limitations of evidence. * Mostly summarizes ideas; response consists mainly of narration and/or repetition of content. |
|  | **Organization** | * Skillfully establishes and maintains consistent focus on a clear and compelling thesis. * Exhibits logical and coherent structure with claims, evidence, warranting, and backing that convincingly support the thesis. * Progresses with purposeful pacing and makes skillful use of transitional words and phrases. * Weaves quotes and paraphrasing into the text selectively to maintain the flow of ideas in a logical order. * Concludes with purpose and gives sense of finality that is memorable. | * Establishes and maintains focus on a clear thesis. * Exhibits a logical sequence of claims, evidence, and warranting to support the thesis. * Progresses with controlled pacing and makes functional use of transitional words and phrases. * Integrates quotes and paraphrasing in a logical order. * Concludes with purpose and gives sense of finality. | * Establishes but sometimes fails to maintain focus on a thesis. * Exhibits a sometimes logical sequence of claims, evidence, and warranting; ideas within paragraphs may be inconsistently organized. * Progresses at an awkward pace, making an inconsistent attempt to use basic transitional words and phrases. * Inserts quotes and paraphrasing. * Vague or unsatisfying conclusion. | * Fails to include a thesis or thesis is confused or irrelevant; fails to maintain focus. * Little attempt to organize ideas into a beginning, middle, and end, creating a complete lack of organization and coherence. * Progress is halted; makes little or no attempt to use transition words or phrases. * Fails to use quotes and paraphrasing. * No conclusion. |
|  | **Style** | * Adopts individual style which is still attentive to purpose and audience. * Tone is authoritative and convincing yet inviting and engaging. * Clear sense of an authentic and passionate voice speaking from knowledge or experience. | * Adopts style considerate of purpose and audience. * Tone is often authoritative and convincing while somewhat inviting and engaging. * Gives the sense of an authentic voice committed to the argument. | * Adopts style inconsiderate of purpose and audience. * Tone lacks conviction. * Little sense of an authentic voice with inconsistent commitment to the argument. | * Adopts style and tone not suitable for purpose and audience. * No sense of an authentic voice speaking with any conviction. |
|  | **Public Speaking Practices** | * N/A * Has smooth, flowing delivery that includes * Meaningful and natural audience eye contact * Volume and rate are loud enough for all audience members with intentional voice modulations * Gestures/body language support the main point and content with natural enthusiasm * Clear, appropriate language with no verbal distractions * Define academic/technical language in order to facilitate understanding for all audience members | * Within time limit: 2-4 minutes * Has delivery that includes * Consistent audience eye-contact * Volume and rate are comfortable for audience * Gestures emphasize main points * Simple, clear, and appropriate language (limited verbal distractions, “like, uh, you know”) * Sufficiently explains technical language | * N/A * Has inconsistent delivery that includes * Reading from notes more than audience (inconsistent eye contact) * Volume is too loud or too soft for all audience members * Gestures include unconscious movement (swaying, scratching head, bouncing, etc.) * Verbal distractions take away from message (frequent fillers) * Language is either too sophisticated or simplistic for all audience members | * Does meet time requirement * Has poor delivery that includes * Reading speech from notes/minimal or no eye contact * Volume is inaudible * Body language interferes with message * Fillers (“um, uh, like”) interfere with message * Does not use or explain technical language |