**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.
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| **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.
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|  | **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.
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|  | **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.
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|  | **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
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