

Name: _____ Date: _____

Performance Task Writing Prompt

While reading *Romeo and Juliet*, you and your classmates have considered the role of the feud, Romeo and Juliet's relationship, fate and free will, and responsibility in the play. For this final project, the whole class will engage in a debate about the following statement: The deaths of Romeo and Juliet are a direct result of their own actions. "Proponents" of this position will argue that this statement is true; "opponents" of this position will argue that other factors played a more significant role in their deaths.

Argumentative Writing Rubric

9th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but significant misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
Structure	Rubric Score	Notes		
Introduction -Uses a hook (such as a question, definition, interesting fact) and provides context or background information -Presents a precise and debatable claim/thesis -Makes a simple distinction between the claim/thesis and an opposing viewpoint	4 3 2 1			
Organization -Organizes ideas into body paragraphs that support the claim/thesis with reasons and evidence -Uses transitions to connect ideas within and between paragraphs	4 3 2 1			
Conclusion -Provides a concluding statement/section that restates the claim/thesis, summarizes the reasons, and briefly addresses the significance of the argument	4 3 2 1			
Development	Rubric Score	Notes		
Reasons -Provides clear, logical reasons that support the claim/thesis -Develops each reason with sufficient evidence and examples	4 3 2 1			

Evidence & Explanation -Selects relevant evidence (i.e., quotations, statistics, and facts) to support each reason -Introduces evidence with context or signal phrases -Explains how evidence supports the reasons	4 3 2 1	
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Language	Rubric Score	Notes
Style -Maintains formal language that fits the task, audience, and purpose -Uses an objective tone that focuses on evidence rather than personal opinion -Demonstrates an awareness of how word choice and vocabulary influence tone	4 3 2 1	
Grammar & Conventions -Uses correct spelling, capitalization, and punctuation -Uses proper MLA formatting and citation -Demonstrates consistent use of grade-level grammar and usage	4 3 2 1	

Delivery	Rubric Score	Notes
-Presents ideas clearly, confidently, and logically -Effectively adapts tone and delivery to the purpose and audience -Uses effective delivery techniques (volume, pace, pausing, intonation, eye contact, and/or body language) to enhance meaning	4 3 2 1	