

School-wide Writing Rubric (Persuasive Writing)

CRITERIA	4. Exceeds the standard	3. Meets the standard	2. Almost meets the standard	1. Does not meet the standard
Ideas and Development	<ul style="list-style-type: none"> ▪ States and maintains a highly effective focus/controlling idea (thesis) 2.9.11 ▪ Analyzes and synthesizes well chosen facts and details to support a position (controlling idea) 2.10.1 ▪ Addresses significant counter arguments 2.10.1 ▪ Excludes extraneous information 2.10.1 ▪ Concludes by skillfully persuading the reader to accept a point of view, to change his mind about something, or to act in a certain way. 2.9. 8 	<ul style="list-style-type: none"> ▪ States and maintains a focus/controlling idea (thesis) 2.9.11 ▪ Analyzes and synthesizes facts and details to support a position (controlling idea) 2.10.1 ▪ Addresses counter arguments 2.10.1 ▪ Excludes extraneous information 2.10.1 ▪ Concludes by persuading the reader to accept a point of view, to change his mind about something, or to act in a certain way. 2.9. 8 	<ul style="list-style-type: none"> ▪ Attempts to state and maintain a focus/controlling idea (thesis) 2.9.11 ▪ Analyzes and/or synthesizes some facts and details to support a position (controlling idea) 2.10.1 ▪ Attempts to address counter arguments 2.10.1 ▪ Excludes most extraneous information 2.10.1 ▪ Concludes but may not completely persuade the reader to accept a point of view, to change his mind about something, or to act in a certain way. 2.9. 8 	<ul style="list-style-type: none"> ▪ Maintains little or no focus/controlling idea (thesis) 2.9.11 ▪ Lacks facts and details to support a position (controlling idea) 2.10.1 ▪ Attempts to address counter arguments 2.10.1 ▪ Includes some extraneous information 2.10.1 ▪ Ineffectively concludes and neglects to persuade the reader to accept a point of view, to change his mind about something, or to act in a certain way. 2.9. 8
Organization	<ul style="list-style-type: none"> ▪ Selects compelling information to introduce topic (set context) in an engaging way, which includes a lead/hook 2.9.3 ▪ Presents information in logical order from least to most important argument emphasizing details of central importance (proposition and support) 2.9.2 ▪ Includes references or relevant citations when appropriate 2.10.1 ▪ Writes with a sense of audience that compels the reader to accept the position 2.9.11 	<ul style="list-style-type: none"> ▪ Selects appropriate information to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents information in logical order from least to most important argument (proposition and support) 2.9.2 ▪ Includes references or relevant citations when appropriate 2.10.1 ▪ Writes with a sense of audience 2.9.11 	<ul style="list-style-type: none"> ▪ Selects some appropriate information to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents some information which may not be in logical order from least to most important argument 2.9.2 ▪ Includes some references or relevant citations when appropriate 2.10.1 ▪ Occasionally maintains a sense of audience 2.9.11 	<ul style="list-style-type: none"> ▪ Selects information which is limited in scope to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents information in a scattered disorganized manner 2.9.2 ▪ Uses few references or relevant citations when appropriate 2.10.1 ▪ Lacks a sense of audience 2.9.11
Sentence Fluency	<ul style="list-style-type: none"> ▪ Effectively uses varied sentence length and structure to enhance clarity 2.2.2 ▪ Uses purposeful transition words or phrases appropriate to text structure (e.g. compare/ contrast, sequence, problem solution, cause/effect) that help the reader see how each idea connects 2.9.4 	<ul style="list-style-type: none"> ▪ Uses a varied sentence length and structure 2.2.2 ▪ Uses clear transition words or phrases appropriate to text structure (e.g. compare/contrast, sequence, problem solution, cause/effect) that help the reader see how each idea connects 2.9.4 	<ul style="list-style-type: none"> ▪ Uses some varied sentence length and structure 2.2.2 ▪ Attempts to use some transition words or phrases appropriate to text structure but may not help the reader connect ideas 2.9.4 	<ul style="list-style-type: none"> ▪ Uses awkward or overly simple sentence length and structure 2.2.2 ▪ Rarely uses transition words or phrases to connect ideas 2.9.4

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CRITERIA	4. Exceeds the standard	3. Meets the standard	2. Almost meets the standard	1. Does not meet the standard
Word Choice	<ul style="list-style-type: none"> ▪ Selects and uses precise, highly effective topic-related vocabulary 1.3.2 	<ul style="list-style-type: none"> ▪ Selects and uses appropriate topic-related vocabulary in a clear and accurate way 1.3.2 	<ul style="list-style-type: none"> ▪ Selects and uses some appropriate topic-related vocabulary (some may be too general) 1.3.2 	<ul style="list-style-type: none"> ▪ Rarely uses appropriate topic-related vocabulary (language is too general or may be inaccurate) 1.3.2
Conventions	<ul style="list-style-type: none"> • Demonstrates a strong grasp of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); the paper is basically error free 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the paper's readability 2.11 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors sometimes impair the paper's readability 2.11 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); many errors impair the paper's readability 2.11