

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

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<b>Word Choice</b>	<ul style="list-style-type: none"> <li>▪ Selects and uses precise, highly effective topic-related vocabulary 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and uses appropriate topic-related vocabulary in a clear and accurate way 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and uses some appropriate topic-related vocabulary (some may be too general) 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely uses appropriate topic-related vocabulary (language is too general or may be inaccurate) 1.3.2</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>