

2010 School-Wide Writing Sample: Persuasive Writing Rubric, Grade 3

Student Name: _____ Grade: _____

ES Name: _____ School Year: _____

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	SCORE
Topic (Standards)	Clearly addresses the writing task: states a well-articulated position; provides three reasons to support the position including one detail for each reason; reasons, details are relevant to position; acknowledges and counters the reader's concern.	Addresses most of the writing task: states a position; uses three reasons to support the position, but may not always use one detail to support each reason; reasons and details are mostly relevant to the position; may acknowledge, but may not counter the reader's concern.	Addresses some of the writing task: vaguely states a position; uses only two reasons with one detail each, or three reasons with no details; reasons and details have only some relevance to the position; may not acknowledge or counter the reader's concern.	Addresses only one part, if any , of the writing task: position may be lacking; or, reasons and details may be lacking, or reasons and details are not relevant to the position; does not acknowledge or counter the reader's concern.	
Organization (Structure)	Introductory paragraph: explains the topic, states the position, may give three reasons; a body paragraph: three reasons; one detail for each reason; acknowledges and counters the reader's concern; conclusion paragraph: re-states the position and three reasons; includes closing statement or call for action; appropriate, descriptive transitions.	Introductory paragraph: mostly explains topic, states the position, may give three reasons; a body paragraph: three reasons; may not always use one detail for each reason; acknowledges but may not counter the concern; conclusion paragraph is not well-developed: may not re-state position and three reasons, or include a closing statement or call for action; mostly appropriate, basic single word transitions.	The essay has only two paragraphs ; lacks a well-developed, stand-alone introductory or conclusion paragraph; body paragraph has only two reasons with one detail each, or three reasons with no details; does not acknowledge or counter the reader's concern; there are ineffective or awkward transitions that do not unify important ideas.	The essay lacks any organizational structure; if it has a position, it may have few, if any , reasons and details to support the position; does not acknowledge or counter the reader's concern; lacks a closing statement or call for action; lacks transitions, or lacks effective transitions.	
Sentence Variety	Includes much .	Includes some .	Includes little .	Includes none .	
Persuasive Writing (Content)	States a clear position; reasons and details are convincing; acknowledges and counters the reader's concern; uses persuasive, enthusiastic words to support the position, or close the essay, or make a call for action.	Position is stated; reasons and details are mostly convincing; may acknowledge, but not counter the reader's concern; some use of persuasive, enthusiastic words to support the position, or close the essay, or make a call for action.	Vaguely states a position; reasons and details are mostly not convincing; does not acknowledge or counter the reader's concern; little use of persuasive, enthusiastic words to support the position, close the essay, or make a call for action.	Vague position is not defended with reasons or details; no strong argument; does not acknowledge or counter the reader's concern; lacks persuasive and enthusiastic words; lacks a closing statement, or call for action.	
Conventions (Grammar, punctuation, capitalization, and spelling)	Contains some English language convention errors. Errors do not interfere with the reader's understanding.	Contains more than some English language convention errors. Errors do not interfere with the reader's understanding.	Contains many English language convention errors. Errors may interfere with the reader's understanding.	Contains serious English language convention errors. Errors interfere with the reader's understanding.	

STUDENT'S OVERALL SCORE: (Add up the five individual scores and divide by 5 for the overall score).

This Student Is: (Check if appropriate)

_____ ELL Student _____ Has an IEP _____ Is 11th or 12th Grade and has not passed the CAHSEE ELA.