

2010 School-Wide Writing Sample: Persuasive Writing Rubric, Grades 4-12

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 two details for each reason; reasons, details are relevant to position; acknowledges and counters the reader's concerns.	Addresses most of the writing task: states a position; three reasons support the position, but may not always use two details to support each reason; reasons and details mostly relevant to the position; may acknowledge, but may not counter reader's concerns.	Addresses some of the writing task: vaguely states a position; uses only two reasons with two details 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 concerns.	Addresses only one part, if any , of the writing task: may not state the writer's own position, or someone else's position is stated; or, reasons and details may be lacking; or, reasons and details are not relevant to the position; does not counter the reader's concerns.	
Organization (Structure)	Introductory paragraph: explains topic, states the position, may give three reasons; three body paragraphs: each with one reason; two details for each reason; acknowledges and counters the reader's concern; conclusion paragraph: re-states the position and three reasons and in a different way, and makes closing statement or call for action; smooth, effective, and varied transitions.	Introductory paragraph: mostly explains the topic, states the position, may give three reasons; three body paragraphs: each with one reason; may not always use two details for each reason; acknowledges but may not counter the reader's concerns; 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 fewer than five paragraphs: lacks entirely, or lacks well-developed, stand-alone introductory and/or conclusion paragraphs; may not have three body paragraphs: each has one reason, but may not always use two details for each reason; may not acknowledge or counter the reader's concerns; 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; no strong argument; does not acknowledge or counter the reader's concerns; lacks a closing statement or call for action; lacks , or lacks effective transitions.	
Sentence Variety	Includes much .	Includes some .	Includes little .	Includes none .	
Persuasive Writing (Content)	States a clear position; relevant and convincing reasons and details; acknowledges and counters the reader's concerns; excellent use of persuasive strategies and vocabulary that is enthusiastic, persuasive, considers the audience, and supports the position and closing statement or call for action.	Position is stated; mostly relevant and convincing reasons and details; may acknowledge, but not counter the reader's concerns; some use of persuasive strategies; some use of vocabulary that is enthusiastic, persuasive, considers the audience, supports position, and closing statement or call for action.	Vaguely states a position; reasons and details mostly not relevant or convincing; does not acknowledge or counter the reader's concerns; little use of persuasive strategies; little use of vocabulary that is enthusiastic, persuasive, considers the audience, supports position, and closing statement or call for action.	Vague position; reasons and details are not relevant; no strong argument; does not acknowledge or counter the reader's concerns; no use of persuasive strategies; no use of vocabulary that is enthusiastic, persuasive, considers the audience, supports the position, and closing statement or call for action.	
Conventions (Grammar, punctuation, capitalization, and spelling)	Contains some errors in the conventions of the English language. Errors do not interfere with the reader's understanding.	Contains more than some errors in the conventions of the English language. Errors do not interfere with reader's understanding.	Contains many errors in the conventions of the English language. Errors may interfere with the reader's understanding.	Contains serious errors in the conventions of the English language. 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.