

# PERSUASIVE WRITING RUBRIC

## Grade 5

### 6 EXCEPTIONAL WRITER

- Expresses and maintains a clear position throughout.
- Sustained quality throughout the piece.
- Clear awareness of reader; effectively anticipates and answers opposing views (counter-arguments).
- Excellent organization: solid introduction which contains writer's position; multi-paragraph body (with two or more reasons offered in support of controlling idea); a solid conclusion which goes beyond summary of reasons.
- Elaborates all reasons offered through use of text, examples, and/or anecdotes in an effective and/or persuasive way. Shows a real sense of authority.
- Gives credit for information taken from text (either through use of quotation marks or citation of source).
- Powerful, precise language showing attention to persuasive appeal.
- Clear sentence sense and variety which result in interesting and convincing writing.
- Few errors in conventions and spelling; tend to be nearly "invisible" errors.
- Effective paragraph structure; uses transitions between parts.

### 5 STRONG WRITER

- States a clear position.
- An awareness of reader; anticipates opposing points of view (counter arguments), and while writer attempts to answer them, it may not be as well done as in a 6 paper.
- Strong organization: introduction contains controlling idea; multi-paragraph body (with two or more reasons offered in support of controlling idea); conclusion which goes beyond a summary of reasons.
- Elaborates reasons but may not do equally well in all reasons offered; uses text, examples, and anecdotes; shows some sense of authority.
- May not give direct credit for information taken from text but never plagiarizes.
- Precise language, though may show less attention to exact meaning and persuasive appeal.
- Clear sentence sense and variety.
- Few errors in conventions and spelling; these are never distracting or troubling to the reader.
- Effective paragraph structure; may use transitions.

### 4 CAPABLE WRITER

- States or implies a clear position.
- Reader awareness is less skillful than a 5 or 6; **may** attempt to address counter arguments but may not refute them. If no counter arguments are attempted, the

writer will have very well-developed reasons.

- Organizational plan evident; introduction may begin with controlling idea; at least one reason is offered and elaborated on in the body; a conclusion is present but may be no more than a summary of reasons offered.
- Reason(s) offered is/are appropriate.
- May simply summarize information taken from text but does not plagiarize
- Word choice is generally appropriate but lacks the vigor and exactness of higher score papers.
- Occasional run-ons and fragments as a result of more complex sentences.
- Occasional errors in conventions and spelling, but accountability words are correct. The types of mistakes made are typical of first draft grade-level work.
- Shows mostly correct paragraphing

### **3 DEVELOPING WRITER**

- Takes a position; although the writer may waiver or include digressions, the paper returns to the original position.
- Evidence of organizational plan; write may lose focus but will return to controlling idea; may not have either introduction or conclusion
- Arguments or ideas may be loose, unsystematic, or undeveloped; may be list-like and unelaborated; may contain some areas of vagueness or confusion.
- Usually does not reflect reader awareness.
- Generally does not use information from text.
- Predictable or inappropriate word choice.
- Simple or repetitive sentences, may include fragments and/or run-ons but mostly demonstrates correct sentence control.
- Noticeable errors in conventions and spelling, but still readable; most accountability words are correctly spelled.
- Attempts paragraphing but may be inconsistent.

### **2 LIMITED WRITER**

- Position **may** be unclear.
- Little logical arrangement of ideas and may have a "jumping around" quality; longer papers are usually rambling and unfocused.
- May contain disconnected ideas, arguments, and/or evidence; may contain many areas of vagueness and/or confusion.
- Topic is sparsely developed; supportive ideas are thin or missing.
- Limited word choice
- Short, simple sentences, long rambling sentences, or in phrase-like groups of words.
- Frequent errors in conventions and gross spelling errors interfere with readability.
- Excessive plagiarism

### **1 EMERGENT WRITER**

- May not have a discernible position; papers may be partially or wholly incoherent.

- No evidence of reader awareness. Papers may be **very** brief (not enough text to determine proficiency of writer).
- Little or no organizational plan.
- Simple, vague, and imprecise language; a general lack of sentence control.
- May be incoherent and/or indecipherable.
- A general failure to communicate.

## **0 OFF TOPIC**

- Wrote on another topic