

Morrice Area Schools-Persuasive Writing Rubric

4th – 6th Grade

	4 - Advanced (Exceeds Standards)	3 - Proficient (Meets Standards)	2 - Partial (Approaching Standards)	1 - Minimal (Below Standards)
<p>Focus/ Opinion CCSS: ➤ W – 1a ➤ W – 1b ➤ W – 4</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an argument/claim/opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an argument/claim/opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an argument/claim/opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
<p>Organization CCSS: ➤ W – 1a ➤ W – 1c ➤ W – 1d ➤ W – 4</p>	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to argument/claim/opinion but simplistically 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses
<p>Support/ Evidence CCSS: ➤ RIT – 1 ➤ W – 1b ➤ W – 9b</p>	<ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides insightful explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Supports opinion with relevant facts, details, or reasons • Provides clear explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant facts, details, and/or reasons • Provides some explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Does not support opinion with facts, details, and/or reasons • Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
<p>Language CCSS: ➤ L – 1 ➤ L – 2</p>	<ul style="list-style-type: none"> • Uses purposeful, correct, and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary