

Name: _____ Assignment: _____

Lincoln Middle School: Persuasive Writing School-wide Rubric

EXPECTATIONS	EXCEEDS STANDARDS 4	MEETS STANDARD 3	NEARLY MEETS STANDARD 2	BELOW STANDARD 1
Establishes a Context and Provides a Controlling Idea	Provides an engaging hook or lead. Skillfully provides the context or introduces topic by summarizing background information. Provides an insightful or complex thesis/claim that addresses the prompt and answers how or why about a topic.	Provides a <u>hook</u> or lead. Provides the <u>context</u> or introduces topic by summarizing background information. Provides a <u>valid thesis/claim</u> that addresses the prompt and answers how or why about a topic.	Attempts to provide a hook or lead. Attempts to provide the context or introduce topic. Attempts to provide a valid thesis/claim that addresses the prompt and answers how or why about a topic.	Lacks a hook or lead. Lacks context or an introduction to the topic. Lacks a valid thesis/claim.
Demonstrates Critical Thinking Evidence /Analysis (TEEC) <i>* 6th grade student not assessed</i>	Skillfully fulfills all content and task specific requirements of the assignment. Effectively supports valid arguments with appropriate and detailed evidence using precise and content specific language. Accurately cites variety of sources of information when appropriate. Effectively explains evidence in relation to the thesis and topic sentences. * Effectively addresses one or more counterpoints. Effectively uses one or more persuasive strategies.	Fulfills all content and <u>task specific requirements</u> of the assignment. <u>Supports</u> valid <u>arguments</u> related to the thesis with appropriate evidence using precise and content specific language. Accurately <u>cites source(s)</u> of information when appropriate. <u>Explains evidence</u> in relation to the thesis and topic sentences. * Addresses at least <u>one counterpoint</u> . Uses at least <u>one persuasive strategy correctly</u> .	Attempts to fulfill content and task specific requirements of the assignment. Attempts to support thesis with some evidence. Attempts to cite source(s) of information when appropriate. Attempts to explain evidence in relation to the thesis and topic sentences. * Attempts to address at least one counterpoint. Attempts to use at least one persuasive strategy correctly.	Does not fulfill content and task specific requirements of the assignment. Most arguments are not supported with valid or clear evidence, and are inaccurate. Lacks necessary cited source(s). Most support or evidence lacks accurate, clear or complete explanation. *Lacks at least one counterpoint. Lacks a persuasive strategy.
Closing And Structure	Skillfully states valid thesis/claim in a different way. Skillfully summarizes or extends main ideas and connects the topic to other texts, events, etc... Uses appropriate transitions within and between paragraphs. Excludes unnecessary information and skillfully maintains focus.	States <u>valid thesis/claim in a different way</u> . <u>Summarizes</u> main ideas. Uses appropriate <u>transitions</u> . <u>Maintains focus</u> and excludes unnecessary information.	Attempts to state thesis/claim in a different way but may be word for word. Attempts to summarize main ideas. Attempts to use transitions appropriately. Attempts to include only necessary information and maintains focus.	Does not restate thesis/claim. Lacks summary of main ideas. Lacks transitions. Includes unrelated or unnecessary information and lacks focus.
Demonstrates Understanding of English Language Conventions	Skillfully establishes and maintains a formal style. Demonstrates mastery of usage, grammar, punctuation, sentence construction, and spelling.	Establishes and maintains a <u>formal style</u> . Demonstrates control of usage, <u>grammar</u> , <u>punctuation</u> , sentence construction, and spelling.	Attempts to establish and maintains a formal style. Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.	Lacks a formal style. Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.

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