

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

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