Grade 5 Persuasive Writing Rubric

	4	3	2	1
COMPOSITION & WRITTEN EXPRESSION	❏ One goal or thesis that strongly and clearly states a personal opinion and identifies the issue ❏ Clear awareness of intended audience ❏ Follows a logical organizational plan ❏ Stays consistently on topic with few digressions ❏ The introduction is inviting and provides an overview of the issue ❏ Maintains the interest of the audience ❏ Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments. ❏ Conclusion strongly states a personal opinion ❏ Contains highly specific word choice, descriptive language, and selected information enhances the argument ❏ Appropriate, purposeful tone ❏ Evidence of writer's voice	❏ One goal or thesis that states a personal opinion and identifies the issue ❏ Awareness of intended audience ❏ Evidence of an organizational plan ❏ Stays mainly on topic and may have a few digressions ❏ Introduction provides an overview of the issue ❏ Each paragraph has a topic sentence somewhat focused on the main idea ❏ Information is presented in a logical way but does not always maintain the interest of the audience ❏ A conclusion states a personal opinion ❏ Contains specific word choice, descriptive language, and selected information enhances the argument ❏ Evidence of tone ❏ Some evidence of writer's voice	❏ Inconsistent focus on the personal goal or thesis ❏ Limited reference to the issue ❏ Limited awareness of audience ❏ Inconsistent organizational plan ❏ Strays from the main topic and has many digressions ❏ Each paragraph has an inconsistent or weak topic sentence ❏ A conclusion is included but it does not clearly state a personal opinion ❏ Limited word choice, descriptive language and selected information ❏ Inconsistent tone ❏ Limited evidence of writer's voice	❏ Personal opinion is not really understood or stated ❏ Little or no reference to the issue ❏ No awareness of audience ❏ Little or no organization plan ❏ Main topic not evident ❏ Each paragraph does not have a topic sentence with little or no indication of the main idea ❏ No clear introduction, structure, or conclusion ❏ Little or no specific word choice, descriptive language, and selected information ❏ Little or no tone ❏ No evidence of writer's voice
USAGE & MECHANICS	❏ Includes a variety of sentence lengths and beginnings ❏ Rhythmic flow resulting from purposeful sentence variety, clauses, and transitions	❏ Includes some sentence variety in lengths and beginnings ❏ Some rhythmic flow and sentence variety with some effective clauses and transitions	❏ Includes little or no sentence variety in lengths and beginnings ❏ Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns, little use of clauses and transitions	❏ No sentences of various lengths or beginnings ❏ No rhythmic flow or sentence variety, no use of clauses or transitions
WRITING PROCESS	❏ Student thinking is clearly evident in the planning document and final product	❏ Student thinking is somewhat evident in the planning document and the final product	❏ Limited student thinking is evident in the planning document and final product	❏ Student thinking is not clearly evident in the planning document and final product
TASK-SPECIFIC COMPONENTS	❏ Fully elaborated using facts, definitions, opinions, quotations, details, and/or other examples to support the goal or thesis ❏ Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was out into the assignment.	❏ Somewhat elaborated with sufficient use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea ❏ Three or more reasons are stated, but the arguments are somewhat weak in places	❏ Contains limited use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea ❏ Two reasons are made but with weak arguments	❏ Contains little or no elaboration, lack of details and/or examples ❏ Arguments are weak or missing. Less than two reasons are made