Standards-Based Assessment Rubric
Mode and Grade of Writing: Fifth Grade Persuasive

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	• Clearly establishes a position that appeals to logic and emotion. • Extensively develops the writer's position with specific details, statistics, and examples. • Aggressively anticipates and counters the audience's arguments in regards to the writer's position.	• Clearly establishes a position that appeals to logic and emotion. • Develops the writer's position with specific details, statistics, and examples • Anticipates and counters the audience's arguments in regards to the writer's position.	• Attempts to establish a position that appeals to logic and emotion. • Minimally develops the writer's position with specific details, statistics, and examples. • Attempts to anticipate and counter audience arguments in regards to the writer's position.	• No attempt to establish a position that appeals to logic and emotion. • No development of the writer's position using specific details, statistics, and examples. • No attempt to anticipate and counter audience arguments in regards to the writer's position.
Organization	• Closure convinces reader to take action upon stated position. • Sustained focus. • Appropriate and logical progression for the purpose of persuasion. • Related ideas support a specific side of an issue. • Varied transitional elements effectively link ideas and parrs of the paper	• Closure convinces reader toward a stated position. • Sustained focus • Logical progress of ideas for the purpose of persuasion. • Frequent use of related ideas support a specific side of an issue. • Transitions evident	• Closure makes an attempt to convince reader toward a stated position. • Attempts to focus. • Limited logical progression of ideas for the purpose of persuasion. • Limited use of related ideas that support a specific side of an issue. • May lack transitions between ideas.	• No evidence of closure. • Minimal response to topic; uncertain focus • Inappropriate or illogical progression of ideas for the purpose of persuasion.. • Related ideas do not support a specific side of an issue. • Few, if any, transitions between ideas.
Style	• Effective use of appropriate persuasive word choices. • Uses a lively writing voice to engage the reader. • Effective variety of sentence beginnings, structures, and lengths.	• Uses appropriate persuasive word choices. • Attempts to use lively writing voice to engage the reader • Attempts to vary sentence beginnings, structure, and lengths.	• Limted evidence of appropriate persuasive word choices. • Writing voice in bland and does not engage the reader. • Little variety in sentence beginnings, structure, and lengths.	• No evidence of appropriate persuasive word choices. • Writing voice is not noticeable. • Lacks evidence of variety in sentence beginnings, structure , and lengths.
Conventions	• Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.	• Some errors are present, but they do interfere with meaning.	• Errors interrupt the flow of communication and may interfere with meaning.	• Error prevent the reader from understanding the writer's meaning.