**Persuasive Rubric Grades 4/5**

Hingham Public Schools CCSS 2013

\*\*\* Based on **Year End** Expectations - Modified (6-7-14)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Elements of Writing** | | **1**  ***Incomplete, Inaccurate Information and***  ***Minimal Details*** | **2**  ***Partially Complete, Accurate and Limited Details*** | **3**  ***Mostly Complete, Accurate and General Details*** | **4**  ***Clear, Complete, Accurate and Specific Details*** | **Score** |
| **Focus/Information** | Responds to all parts of the **prompt** |  |  |  |  |  |
| **Organization** | Provides adequate length (at least 5 paragraphs) |  |  |  |  |  |
| Introduction contains an effective lead, essential information, the issue, and the position. |  |  |  |  |  |
| Information is related into body paragraphs or sections including formatting. |  |  |  |  |  |
| Ideas are presented in a logical order |  |  |  |  |  |
| Uses linking words and phrases appropriately to connect ideas |  |  |  |  |  |
| Provides a concluding statement or paragraph related to the information presented which includes three main ideas and a call to action. |  |  |  |  |  |
| **Support/Evidence** | Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples |  |  |  |  |  |
| **Language** | Uses varied **sentence structures** |  |  |  |  |  |
| Communicates with a strong persuasive **voice** (including bandwagon adjectives and yes, but statements) |  |  |  |  |  |
| Utilizes precise language and domain-specific vocabulary |  |  |  |  |  |
| **Spells** grade-appropriate words correctly |  |  |  |  |  |
| Uses **capitals** and punctuation correctly |
| Uses grade-appropriate **grammar** |
| **Scaled Score** |  | **1-12**  **1** | **13-24**  **2** | **25-36**  **3** | **37-48**  **4** | **Total** |