

Standards Based Assessment Rubric

Mode and Grade of Writing: Fourth Grade Persuasive

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ The writer's position is clear and is identified in the opening statement. ♦ Maintains position throughout paper in a logical manner. ♦ Consistently supports a position with relevant evidence. 	<ul style="list-style-type: none"> ♦ The writer's position is clear and identified in the paper. ♦ Maintains position throughout paper. ♦ Supports a position with relevant evidence. 	<ul style="list-style-type: none"> ♦ The writer's position is evident, but may lack clarity. ♦ Does not maintain position consistently throughout paper. ♦ Supports a position, but all evidence may not be relevant. 	<ul style="list-style-type: none"> ♦ The writer's position is not evident. ♦ Evidence of writer's position is not included in paper. ♦ Insufficient support or evidence.
Organization	<ul style="list-style-type: none"> ♦ The structure presents main points and evidence in a logical and effective sequence. ♦ Excludes extraneous details and inappropriate information ♦ The conclusion effectively reinforces the writer's original position. 	<ul style="list-style-type: none"> ♦ The structure presents main points and evidence in a logical sequence. ♦ Excludes extraneous details and inappropriate information ♦ The conclusion provides a sense of closure to the writing. 	<ul style="list-style-type: none"> ♦ The structure has some evidence of sequence, but may not be effective. ♦ Excludes most extraneous details and inappropriate information, but may have minor digressions. ♦ The conclusion is evident, but may not be effective. 	<ul style="list-style-type: none"> ♦ The structure is not evident. ♦ Includes extraneous details and inappropriate information. ♦ The conclusion is not evident.
Style	<ul style="list-style-type: none"> ♦ Uses a lively writing voice to engage the reader. ♦ Word choice conveys the writer's position in specific, vivid way. ♦ Uses an effective variety of sentence beginnings, structures, and lengths. 	<ul style="list-style-type: none"> ♦ Uses voice to engage the reader, but may not be consistent throughout the paper. ♦ Word choice conveys the writer's position in a functional way. ♦ Attempts to vary sentence beginnings, structures, and lengths. 	<ul style="list-style-type: none"> ♦ Writer's voice is bland at times, and may not engage the reader. ♦ Word choice is limited and may fail to convey the writer's position. ♦ Uses little variety in sentence beginnings, structures, and lengths. 	<ul style="list-style-type: none"> ♦ Writer's voice is not noticeable. ♦ Word choice does not convey the writer's position. ♦ Uses an assortment of incomplete and/or incorrect sentences.
Conventions	<ul style="list-style-type: none"> ♦ Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable. 	<ul style="list-style-type: none"> ♦ Some errors are present, but they do not interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors interrupt the flow of communication and may interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors prevent the reader from understanding the writer's message.