

## 6<sup>th</sup> Grade ELA Persuasive Writing Rubric for \_\_\_\_\_

1) No points or weights have been assigned to the rubrics. Individual teachers can assign points according to specific needs.

2) Rubrics were saved in Word format so that teachers could edit as needed (i.e. add a "conventions" category).

Standard	Strong Meets	Weak Meets	Does Not Meet
<b>Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</b>	Introduction has a strong hook or attention grabber that is appropriate for the audience, creates a strong speaker's voice, and generates reader interest.	Introduction has hook/attention grabber, that is appropriate to the audience, creates a speaker's voice, and attempts to develop reader interest.	Writer does not establish context, develop reader interest, or create voice.
<b>States a clear position of a proposition or proposal.</b>	Position statement is strong/powerful and clearly articulates the author's position and/or perspective.	Position statement clearly states author's position and/or perspective but lacks conviction or punch.	Position statement does not clearly state the author's position (or is missing altogether).
<b>Supports the position with organized and relevant evidence.</b>	Writer fully supports his/her position with organized and relevant evidence.	Writer supports his/her position with organized or relevant evidence.	Writer does not support his/her position with organized or relevant evidence.
<b>Excludes information and arguments that are irrelevant.</b>	All information and arguments are clearly relevant to the position statement.	Most information and arguments are clearly relevant to the position statement.	Most information and arguments are inconsistent and/or extraneous to the position statement.
<b>Creates an organizing structure appropriate to a specific purpose, audience, and context.</b>	Arguments are provided in a logical order that makes it easy and interesting to follow the author's train of thought; variety of transitions are used that clearly show how ideas are connected.	Arguments are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought; transitions are used, but there is little variety.	Many supporting details are not in logical order, distracting reader & making the essay seem very confusing; few transitions are used.
<b>Anticipates and addresses readers' concerns and counter-arguments.</b>	The writer anticipates the reader's concerns, biases or arguments in at least 2 areas (counter-arguments) in the paper.	The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	The writer does not anticipate reader's concerns; no counter-arguments provided.
<b>Provides a sense of closure to the writing.</b>	A satisfying conclusion leaves the reader with a sense of closure and resolution.	The conclusion is recognizable and provides some sense of closure.	There is no conclusion; the story just ends.