Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Great Debate
5th Grade

Writing Strand 3, Concept 4, PO1: Students will write persuasive text that attempts to influence the reader

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| **CATEGORY** | **4 – Exceeds the Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 – Falls Far Below Standards** | **Score** |
| **Focus or Thesis Statement** | The thesis statement names the topic of the essay and outlines the main points to be discussed.  | The thesis statement names the topic of the essay.  | The thesis statement outlines some or all of the main points to be discussed but does not name the topic.  | The thesis statement does not name the topic AND does not preview what will be discussed.  |    |
| **Support for Position** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.  | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.  | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.  | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).  |    |
| **Evidence and Examples** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.  | Evidence and examples are NOT relevant AND/OR are not explained |  |

 **Writing Strand 2, Concept 6, PO2, PO3,PO6, PO8, PO11**

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| **CATEGORY** | **4-Exceeds the Standards** | **3- Meets Standards** | **2- Approaching Standards** | **1 - Falls Far Below Standards** | **Score** |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  |  |
| **Capitalization & Punctuation (Conventions)** | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.  | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.  | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.  | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.  |  |
| **Paragraphing** | Writer makes no errors in using paragraph breaks to indicate a new topic in organizational structure.  | Writer makes 1 or 2 errors in using paragraph breaks to indicate a new topic in organizational structure.  | Writer makes few errors in using paragraph breaks to indicate a new topic in organizational structure.  | Writer makes several errors or has no paragraph breaks to indicate a new topic in organizational structure.  |  |