



**BERRYESSA UNION SCHOOL DISTRICT**  
**Persuasive Writing Rubric 4<sup>th</sup> – 5<sup>th</sup> Grade**

	<b>ADVANCED - 4</b>	<b>PROFICIENT - 3</b>	<b>MAKING PROGRESS - 2</b>	<b>NEEDS IMPROVEMENT – 1</b>
<b>Persuasive</b>	<ul style="list-style-type: none"> <li>▪ Clearly states a position</li> <li>▪ Presents very well-organized, relevant, and precise evidence to support the position</li> <li>▪ Includes a counterargument</li> <li>▪ Convincingly addresses the reader’s concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generally states a position</li> <li>▪ Presents well-organized relevant evidence to support the position</li> <li>▪ May include a counterargument</li> <li>▪ Addresses the reader’s concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attempts to state a position</li> <li>▪ May present little evidence to support the position</li> <li>▪ May address the reader’s concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fails to state a position</li> <li>▪ Lacks evidence to support the position</li> <li>▪ Fails to address the reader’s concerns</li> </ul>
<b>Organization &amp; Focus</b>	<ul style="list-style-type: none"> <li>▪ Clearly addresses all parts of the writing task</li> <li>▪ Demonstrates a clear understanding of purpose and audience</li> <li>▪ Maintains a consistent point of view, focus, and organizational structure, including effective use of transitions and paragraphing</li> <li>▪ Includes a clearly presented central idea with relevant facts, details, and/or explanations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses all parts of the writing task</li> <li>▪ Demonstrates a general understanding of the purpose and audience</li> <li>▪ Maintains a mostly consistent point of view, focus, and organizational structure, including effective use of transitions and paragraphing when appropriate</li> <li>▪ Presents a central idea with mostly relevant facts, details, and/or explanations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses parts of the writing task</li> <li>▪ Demonstrates little understanding of the purpose and audience</li> <li>▪ Maintains an inconsistent point of view, focus, and organizational structure; may include ineffective or awkward transitions that do not unify important ideas</li> <li>▪ Suggests a central idea with limited facts, details, and/or explanations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Address only one part of the writing task</li> <li>▪ Demonstrates no understanding of purpose and audience</li> <li>▪ Lacks a point of view, focus, organizational structure, and transitions that unify important ideas</li> <li>▪ Lacks a central idea, but may contain marginally related facts, details and/or explanations</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li>▪ Includes a variety of sentence types</li> <li>▪ Contains few, if any errors in the conventions of the English language (grammar, punctuation, capitalization, spelling); these errors do not interfere with the reader’s understanding of the writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes a variety of sentence types</li> <li>▪ Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling); these errors do not interfere with the reader’s understanding of the writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes little variety in sentence types</li> <li>▪ Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling); these errors may interfere with the reader’s understanding of the writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lacks sentence variety</li> <li>▪ Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling); these errors interfere with the reader’s understanding of the writing</li> </ul>