

Grades: 3 to 8

Writing Genre: Argumentative/Persuasive

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Reasoning:</b> ideas  supporting facts	writes a few simple, undeveloped ideas  opinion stated, with very little factual evidence	writes and develops a variety of simple ideas  opinion stated, with limited factual evidence inconsistently related to claim/argument	<b>writes and develops ideas of some complexity</b>  <b>opinion stated, with appropriate, factual evidence related to claim/argument</b>	develops ideas fully to create greater understanding  opinion stated, with appropriate, factual and elaborated evidence directly related to claim/argument
<b>Communication:</b> purpose voice  vocabulary  sentences	states facts contains few ideas and facts that are clearly stated and supported  contains little or no evidence of purpose specific vocabulary  little or no variety in sentence types	attempts to persuade contains some ideas and facts clearly stated, but which may require some additional support contains some purpose specific vocabulary  contains some variety of sentence structures	<b>is persuasive</b> <b>contains ideas and facts that are mostly clearly stated and supported</b>  <b>contains vocabulary that suits the purpose and audience</b>  <b>contains a variety of sentence structures</b>	is very persuasive contains all or almost all ideas and facts clearly and concisely stated and supported contains new words and specific terminology that supports the position presented contains a wide variety of sentence structures used effectively
<b>Organization of Ideas:</b> overall structure  paragraphing	uses one simple form  limited connectedness of ideas	uses a limited range of simple forms  some attempt to present ideas in logical sequence	<b>uses a variety of complex forms</b>  <b>ideas are logically connected</b>	uses a wide variety of complex forms  ideas are connected in logical and complex ways
<b>Application of Language Conventions:</b> grammar  spelling  punctuation  visual presentation	uses a few of the conventions studied has multiple errors that interfere with comprehension requires assistance	uses some of the conventions studied some errors in spelling and grammar that do not interfere with comprehension requires occasional assistance	<b>uses most of the conventions studied</b> <b>few spelling and grammatical errors</b> <b>errors do not interfere with comprehension</b> <b>requires minimal assistance</b>	uses all of the conventions studied (where appropriate) few to no errors in grade level spelling and grammar, but may include errors where student is taking risks to use complex language works independently