

Grades: 3 to 8

Writing Genre: Argumentative/Persuasive

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reasoning: 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	writes and develops ideas of some complexity opinion stated, with appropriate, factual evidence related to claim/argument	develops ideas fully to create greater understanding opinion stated, with appropriate, factual and elaborated evidence directly related to claim/argument
Communication: 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	is persuasive contains ideas and facts that are mostly clearly stated and supported contains vocabulary that suits the purpose and audience contains a variety of sentence structures	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
Organization of Ideas: 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	uses a variety of complex forms ideas are logically connected	uses a wide variety of complex forms ideas are connected in logical and complex ways
Application of Language Conventions: 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	uses most of the conventions studied few spelling and grammatical errors errors do not interfere with comprehension requires minimal assistance	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