

## 6th Grade Persuasive (Argument) Essay Rubric

	1 Below-level	2 Slightly below-level	3 At-level	4 Exceeds-level
Argument	<p>Student's argument is <b>minimally</b> or <b>not</b> developed and addresses <b>few</b> or <b>no</b> parts of the prompt.</p> <p>Student's argument shows <b>little</b> or <b>no</b> understanding of the prompt's topic.</p>	<p>Student's argument is <b>partially</b> developed and addresses <b>some</b> parts of the prompt.</p> <p>Student's argument shows a <b>limited</b> understanding of the prompt's topic.</p>	<p>Student's argument is developed and addresses all parts of the prompt.</p> <p>Student's argument shows an understanding of the prompt's topic.</p>	<p>Student's argument is <b>effectively</b> developed and addresses all parts of the prompt.</p> <p>Student's argument shows a <b>deep</b> understanding of the prompt's topic.</p>
Support	<p>Student provides <b>no</b>, <b>irrelevant</b>, and <b>not credible</b> evidence to support the argument.</p> <p>Student provides <b>vague</b> or <b>inaccurate</b> analysis of how evidence supports the argument.</p>	<p>Student provides <b>limited</b> or not credible evidence to support the argument.</p> <p>Student provides <b>some</b> analysis of how evidence supports the argument.</p>	<p>Student provides <b>adequate</b>, <b>relevant</b> evidence from credible sources to support the argument.</p> <p>Student provides an analysis of how evidence supports the argument.</p>	<p>Student provides <b>considerable</b>, <b>relevant</b> evidence from credible sources that skillfully supports the argument.</p> <p>Student provides a <b>thoughtful</b>, <b>clear</b> analysis of how evidence supports the argument.</p>
Organization	<p>Student <b>does not organize</b> essay into any type of structure.</p> <p>Student <b>does not use</b> an introduction or conclusion. Student does not use body paragraphs.</p> <p>Student <b>rarely</b> or <b>does not</b> use grade-level appropriate linking words and clauses to connect paragraphs or ideas.</p>	<p>Student <b>attempts</b> to introduce argument at the beginning of the essay.</p> <p>Student <b>attempts</b> to organize evidence into body paragraphs.</p> <p>Student <b>attempts</b> to provide a conclusion that restates and/or sums up the argument.</p> <p>Student attempts to use</p>	<p>Student <b>introduces</b> argument in an introductory statement or paragraph.</p> <p>Student organizes evidence into <b>logical</b> body paragraphs that <b>mostly</b> support the argument.</p> <p>Student <b>provides</b> a conclusion that restates and/or sums up the argument.</p>	<p>Student <b>effectively</b> introduces argument in an introductory paragraph with a <b>clear</b> thesis.</p> <p>Student organizes evidence into <b>logical</b> body paragraphs that <b>effectively</b> support the argument.</p> <p>Student provides an <b>insightful</b> conclusion that <b>effectively</b> restates and/or sums up the argument.</p>

		grade-level appropriate linking words and clauses to connect paragraphs.	Student uses grade-level appropriate linking words and clauses to connect paragraphs.	Student uses grade-level appropriate linking words and clauses to <b>masterfully</b> connect paragraphs.
Language	<p>Student demonstrates <b>little</b> to <b>no</b> understanding of writing conventions, making writing <b>difficult</b> to understand.</p> <p>Student <b>does not</b> or <b>inaccurately uses</b> grade-appropriate academic and domain-specific words or phrases. Such usage detracts from the overall efficacy of the essay.</p>	<p>Student demonstrates <b>incomplete</b> mastery of writing conventions, that may <b>interfere</b> with meaning.</p> <p>Student <b>occasionally</b> uses grade-appropriate academic and domain-specific words or phrases. Such usage <b>may detract</b> from the efficacy of the argument.</p>	<p>Student demonstrates <b>good</b> command of writing conventions. Mistakes are <b>barely noticeable</b> and <b>do not interfere</b> with meaning.</p> <p>Student <b>mostly</b> uses grade-appropriate academic and domain-specific words or phrases. Student <b>occasionally misuses</b> words or phrases, but such usage <b>does not detract</b> from the overall efficacy of the argument.</p>	<p>Student demonstrates <b>excellent</b> command, using writing conventions to <b>enhance</b> the overall meaning of the essay.</p> <p>Student <b>consistently</b> and <b>appropriately</b> uses grade-appropriate academic and domain-specific words or phrases. Such usage <b>bolsters</b> the efficacy of the essay.</p>
Style	Student <b>rarely</b> or <b>does not</b> use a formal style in the essay. Student often or completely uses an informal style that <b>detracts</b> from the efficacy of the argument and is not appropriate to the prompt or audience.	Student <b>occasionally</b> uses a formal style in the essay. Student slips into an informal style that <b>may detract</b> from the efficacy of the argument, and/or is not appropriate to the prompt or audience.	Student <b>mostly</b> maintains a formal style in the essay, appropriate to the task and audience of the prompt. Student <b>occasionally</b> slips into an informal style that <b>does not detract</b> from the overall efficacy of the argument.	Student <b>maintains</b> a formal style <b>throughout</b> the essay, appropriate to the task and audience of the prompt, which <b>bolsters</b> the efficacy of the argument.