

	Statement of Purpose/Focus and Organization		Development of Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<input type="checkbox"/> I provided a thesis of what my writing will be about <input type="checkbox"/> I have supporting paragraphs/reasons that support my thesis	<input type="checkbox"/> I have a strong introduction, body and conclusion <input type="checkbox"/> My conclusion connects back with my introduction <input type="checkbox"/> My reasons within my body flow in an order that makes sense <input type="checkbox"/> I use transitional strategies	<input type="checkbox"/> I have more than two specific supporting details/evidence that supports each reason <input type="checkbox"/> I use different kinds of evidence <input type="checkbox"/> I explain how the evidence supports the reason <input type="checkbox"/> I cite where the evidence comes from	<input type="checkbox"/> I use strong, specific and precise words	<input type="checkbox"/> At least 80% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
3	<input type="checkbox"/> I provided a thesis of what my writing will be about <input type="checkbox"/> I mostly support this thesis with supporting paragraphs/reasons	<input type="checkbox"/> I have an introduction, body and conclusion <input type="checkbox"/> My conclusion connects back with my introduction <input type="checkbox"/> My reasons within my body for the most part flow in a progression that makes sense <input type="checkbox"/> I use transitional strategies	<input type="checkbox"/> I have at least two specific supporting details/evidence that supports each reason <input type="checkbox"/> I explain how the evidence supports the reason <input type="checkbox"/> I cite where my evidence comes from	<input type="checkbox"/> I use some strong, specific and precise words <input type="checkbox"/> I use some general words	<input type="checkbox"/> At least 50% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
2	<input type="checkbox"/> I provide a thesis of what my writing will be about <input type="checkbox"/> I have some support for my promise with supporting paragraphs/reasons	<input type="checkbox"/> I have a weak introduction, body, and conclusion <input type="checkbox"/> There is uneven progression of reasons in my body <input type="checkbox"/> I have some transitional strategies	<input type="checkbox"/> I have some supporting details/evidence that supports each reason <input type="checkbox"/> I explain how the evidence supports the reason	<input type="checkbox"/> I use mostly general words.	<input type="checkbox"/> At least 30% of the appropriate grade level conventions (grammar and usage, mechanics and spelling) are correct
1	<input type="checkbox"/> I provided a thesis of what my writing will be about	<input type="checkbox"/> I have one or two of the elements of organization: introduction, body or conclusion	<input type="checkbox"/> I have very little supporting evidence	<input type="checkbox"/> I use all general words	<input type="checkbox"/> At least 10% of the appropriate grade level conventions are correct

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