

# Write Now Rubric

## Argument

Review the rubric. Use the rubric to evaluate students' writing.

Category	Level 3 : Exceeds Objectives	Level 2 : Meets Objectives	Level 1 : Doesn't Meet Objectives
<p><b>Purpose and Content</b></p>	<p>The writing is a persuasive argument on a subject about which the writer feels strongly, and other people may have a dissimilar view. The writer considers the audience and explains terms and ideas appropriately. The argument supports the writer's opinion, but it is not solely based upon the writer's opinion. The writer consistently uses logical reasoning to advance the points in the argument, and does not fall victim to logical fallacies or solely emotional appeals. The reasons are supported by evidence, including at least four of the following: examples, facts, statistics, expert opinions, quotations, and anecdotes. The writer concedes a point in the argument, but convincingly demonstrates why that opposing viewpoint is incorrect. The writer may include a call to action, if appropriate for the topic, as part of the conclusion.</p>	<p>The writing is an argument on a subject, but the topic may not be one that easily lends itself to persuasive writing because the opposing viewpoint is not reasonable. The writer considers the audience and explains most terms and ideas appropriately. The argument is in support of the writer's opinion, but it is not solely based upon the writer's opinion. The writer uses logical reasoning to advance the points in the argument, but may include a logical fallacy or solely emotional appeal. The writer uses at least three of the following forms of evidence: examples, facts, statistics, expert opinions, quotations, and anecdotes. The writer concedes a point in the argument and tries to explain why that opposing viewpoint is incorrect.</p>	<p>The writing may not take the form of an argument. The topic may not be one that easily lends itself to persuasive writing. The writer may not have considered the audience and explain most terms and ideas appropriately. The writer may include many logical fallacies or emotional appeals instead of sound logical reasoning to advance the points in the argument. The argument may be solely based upon the writer's opinion. Or, the argument contains some reasons, but those reasons may not be supported by evidence such as examples, facts, statistics, expert opinions, quotations, or anecdotes. The writer may fail to concede a point or fail to explain why an opposing viewpoint is incorrect.</p>
<p><b>Structure and Organization</b></p>	<p>The argument starts with an interesting hook that grabs the reader's attention. There is a clear thesis that states the purpose of the argument in the introductory paragraph, and the rest of the argument advances this thesis. The body of the argument contains at least three paragraphs of evidence to support the argument, and the writing is</p>	<p>The argument starts with a hook. There is a thesis statement that tells what the argument is about, and the rest of the argument advances this thesis. The argument contains at least three strong reasons to support the thesis. Each reason is stated in a topic sentence of a paragraph. The other sentences in the paragraph state evidence</p>	<p>The argument may not be the right length for the magazine or newspaper to which it is being sent. The argument may not start with a hook. There may not be a thesis statement that tells what the argument is about. The body of the argument may contain fewer than three reasons to support the argument. The reasons may not be in</p>

<b>Category</b>	<b>Level 3 : Exceeds Objectives</b>	<b>Level 2 : Meets Objectives</b>	<b>Level 1 : Doesn't Meet Objectives</b>
<b>Language and Word Choice</b>	<p>The argument has a consistent tone throughout, and the tone is appropriate for the subject matter, audience, and the writer's viewpoint. The writer consistently uses transitional words and phrases that help demonstrate his or her opinion, particularly when conceding a point. The writer uses vivid images and showing language to make points in a memorable way. The writer chooses words carefully and considers the connotations of words when making an appeal. The writer consistently maintains formal style.</p>	<p>The tone of the argument is mostly consistent and appropriate for the subject matter, audience, and the writer's viewpoint. The writer sometimes uses transitional words and phrases that help demonstrate his or her viewpoint. There is some use of showing, rather than telling language. There may be some evidence that the writer considered the connotation of words in making an appeal. The writer usually maintains formal style.</p>	<p>There may be no clear tone to the argument, or the tone may be inconsistent or inappropriate for the subject matter. There may be no use of transitional words and phrases. There may be no showing language. There may be no evidence that the writer considered the connotation of words in making an appeal. The writer may not maintain formal style.</p>
<b>Grammar and Mechanics</b>	<p>The writer starts a new paragraph, correctly formatted, for each new topic. Every sentence is complete and punctuated correctly. There are no errors in spelling, capitalization, or grammar. If there are quotations, they are stated accurately and placed within quotation marks with correct punctuation.</p>	<p>The writer starts a new paragraph, correctly formatted, for each new topic. Most sentences are complete and punctuated correctly. There are few errors in spelling, capitalization, or grammar. If there are quotations, they are stated accurately and placed within quotation marks with correct punctuation. Small errors do not interfere with a reader's understanding.</p>	<p>There may be no evidence of paragraphs. Many sentences may be incomplete or punctuated incorrectly. There may be many errors in spelling, capitalization, or grammar. Errors may interfere with a reader's understanding.</p>
	<p>that supports each reason. The conclusion wraps up the argument by restating the thesis or contains a call to action. There are transitions between most paragraphs and ideas.</p>	<p>separate paragraphs. There may not be evidence in the paragraphs to support the reasons. There may be no conclusion or call to action. There may be no transitions between paragraphs or ideas.</p>	

1. Use the rubric to evaluate the student's writing.
2. Indicate Level 1, 2, or 3 for each category.
3. Add notes and feedback about the student's writing in each category.
4. Share your feedback with student.
5. Staple this rubric and feedback page to student's writing and keep it in his or her writing portfolio.

<b>Category</b>	<b>Level</b>	<b>Notes</b>
<b>Purpose and Content</b>		
<b>Structure and Organization</b>		
<b>Language and Word Choice</b>		
<b>Grammar and Mechanics</b>		