

# PERSUASIVE ESSAY RUBRIC

CRITERIA	5 POINTS	4 POINTS	3 POINTS	2 POINTS
<b>STRUCTURE</b>	The essay is complete with five full paragraphs. The paragraphs are organized with a clear introduction, body, and a conclusion. Each paragraph includes at least three sentences.	The essay is mostly complete with four or five paragraphs. Paragraphs are neatly organized with an introduction, body, and a conclusion. Most paragraphs include at least three sentences.	The essay is somewhat complete with at least three paragraphs. The paragraphs are somewhat organized with an introduction, body, and a conclusion.	The essay includes two or fewer paragraphs. The paragraphs are not well organized and do not contain a clear introduction, body, and conclusion.
<b>INTRODUCTION</b>	The introduction paragraph includes at least three of the following: a topic, a claim, and a preview of evidence.	The introduction paragraph includes a topic, a claim, and a preview of evidence.	The introduction paragraph includes at least two of the following: a topic, a claim, and a preview of evidence.	The introduction paragraph includes one or fewer of the following: a topic, a claim, and a preview of evidence.
<b>BODY PARAGRAPH 1</b>	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are clear and relevant.	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are somewhat clear and relevant.	The paragraph includes a piece of evidence but no reasoning to support that evidence. OR the paragraph includes both evidence and reasoning, but that evidence and reasoning is unclear or irrelevant.	The paragraph is generally incomplete. OR the paragraph does include a piece of evidence but a sentence or two is missing or totally irrelevant.
<b>BODY PARAGRAPH 2</b>	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are clear and relevant.	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are somewhat clear and relevant.	The paragraph includes a piece of evidence but no reasoning to support that evidence. OR the paragraph includes both evidence and reasoning, but that evidence and reasoning is unclear or irrelevant.	The paragraph is generally incomplete. OR the paragraph does include a piece of evidence but a sentence or two is missing or totally irrelevant.
<b>BODY PARAGRAPH 3</b>	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are clear and relevant.	The paragraph includes a piece of evidence and reasoning to support that evidence. The evidence and reasoning are somewhat clear and relevant.	The paragraph includes a piece of evidence but no reasoning to support that evidence. OR the paragraph includes both evidence and reasoning, but that evidence and reasoning is unclear or irrelevant.	The paragraph is generally incomplete. OR the paragraph does include a piece of evidence but a sentence or two is missing or totally irrelevant.
<b>CONCLUSION</b>	The conclusion paragraph clearly and effectively restates the claim, recaps the evidence, and includes evidence and reasoning to bottom or preview of evidence as a closing sentence.	The conclusion paragraph restates the claim, recaps the evidence, and includes at least one full sentence of evidence as a closing sentence.	The conclusion paragraph includes at least two of the following: restated claim, recap of the evidence, and a bottom or preview of evidence.	The conclusion paragraph includes at least one of the following: restated claim, recap of the evidence, and a bottom or preview of evidence.
<b>CONVENTIONS &amp; GRAMMAR</b>	The essay contains no spelling, capitalization, punctuation, and grammatical errors.	The essay contains few spelling, capitalization, punctuation, and grammatical errors. The errors do not impede understanding the reader.	The essay contains more than a few spelling, capitalization, punctuation, and grammatical errors. The errors somewhat distract the reader.	The essay contains many spelling, capitalization, punctuation, and grammatical errors. The errors greatly distract the reader.
<b>EFFORT</b>	The writer gave maximum effort. They used their time to plan, write, and included no revisions to show or look. They were thoughtful with their writing.	The writer gave effort. They mostly used their time to plan, write, and included a few revisions to show or look. They were somewhat thoughtful with their writing.	The writer gave some effort during their time. They included more than a few revisions to show or look. They were not very thoughtful with their writing.	The writer gave little to no effort. They required numerous revisions to show or look. They were not at all thoughtful with their writing.

TOTAL = \_\_\_\_\_ / 64 = \_\_\_\_\_ %

# Middle School Persuasive Essay Rubric

**Sandra F. Rief, Julie A. Heimburge**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the authors' names.

## **Middle School Persuasive Essay Rubric:**

**Best Practices in Writing Instruction** Steve Graham, Charles A. MacArthur, Michael A. Hebert, 2018-11-29 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also Handbook of Writing Research Second Edition edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice

**A Complete Guide to Rubrics** Audrey M. Quinlan, 2011-11-10 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

**Proven Programs in Education: Classroom Management and Assessment** Robert E. Slavin, 2014-05-12 Evidence based best practices that improve classroom environments and assessment techniques If your goal is a smoother running participatory classroom and improved student achievement you ll find essential best practices in this new resource Robert Slavin Professor and Chairman of the Success for All Foundation has gathered insights and findings from more than 25 leading education researchers presented in succinct chapters focused on key aspects of teaching and classroom management practice Readers will find Strategies for assessment that address use of formative approaches adaptation for differentiation and the Common Core and more Proven techniques for classroom management including immediate positive steps that teachers can take User friendly content supported by quick read charts and graphs

*Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation* Heidi L. Andrade, Margaret Heritage, 2017-07-20 There is convincing evidence that carefully applied classroom assessments can promote student learning and academic self regulation These assessments

include but are not limited to conversations with students diagnostic test items and co created rubrics used to guide feedback for students themselves and their peers Writing with the practical constraints of teaching in mind Andrade and Heritage present a concise resource to help pre and in service teachers maximize the positive impacts of classroom assessment on teaching Using Formative Assessment to Enhance Learning Achievement and Academic Self Regulation translates work from leading specialists and explains how to use assessment to improve learning by linking learning theory to formative assessment processes Sections on goal setting progress monitoring interpreting feedback and revision of goal setting make this a timely addition to assessment courses

*DIY Project Based Learning for Math and Science* Heather Wolpert-Gawron, 2016-02-05 Are you interested in using Project Based Learning to revamp your lessons but aren't sure how to get started In *DIY Project Based Learning for Math and Science* award winning teacher and Edutopia blogger Heather Wolpert-Gawron makes it fun and easy Project Based Learning encourages students and teachers alike to abandon their dusty textbooks and instead embrace a form of curriculum design focused on student engagement innovation and creative problem solving A leading name in this field Heather Wolpert-Gawron shares some of her most popular units for Math and Science in this exciting new collection This book is an essential resource for teachers looking to Create their own project based learning units Engage student in their education by grounding lessons in real world problems and encouraging them to develop creative solutions Incorporate role playing into everyday learning Develop real world lessons to get students to understand the life long relevance of what they are learning Assess multiple skills and subject areas in an integrated way Collaborate with teachers across subject areas Test authentic skills and set authentic goals for their students to grow as individuals Part I of the book features five full units complete with student samples targeted rubrics a checklist to keep students on track and even Homework Hints Part II is a mix and match section of tools you can use to create your own PBL aligned lessons The tools are available as eResources on our website [www.routledge.com](http://www.routledge.com) 9781138891609 so you can print and use them in your classroom immediately

**How to Reach and Teach All Children Through Balanced Literacy** Sandra F. Rief, Julie A. Heimborge, 2007-08-17 *How to Reach and Teach All Children Through Balanced Literacy* offers you a handbook for teaching literacy to diverse students in grades 3-8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F. Rief and Julie A. Heimborge The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing

Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology      *The Routledge International Companion to Educational Psychology* Andrew J. Holliman, 2013-07-24

The Routledge International Companion to Educational Psychology brings together expert practitioners researchers and teachers from five continents to produce a unique and global guide to the core topics in the field Each chapter includes coverage of the key thinkers topic areas events and ideas that have shaped the field but also takes the reader beyond typical textbook material and into engagement with current issues cutting edge research and future directions in the field of educational psychology from an international perspective With over 30 chapters the volume is divided into four themed sections An introduction to educational psychology How children learn and develop Issues concerning the assessment of children and Identifying and meeting the needs of children with learning difficulties Covering the key issues and fundamental strands of educational psychology The Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of educational psychology history child rights and practice factors which influence children s learning and development issues to do with assessment a key aspect of educational psychology special educational needs identification and how to meet their needs the key thinkers events and ideas that have shaped the field the core topics across educational psychology in an accessible manner cutting edge research including recent research evidence and theory future directions in the field of educational psychology educational psychology from an international perspective The book is conceived for both student and researcher use and considers the implications for educational psychology practice in all sections It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses as well as combined undergraduate degrees      **Teaching Writing** Mary Frances Claggett, 2005 This new resource for writing teachers helps students set purpose and find form for their writing In today s educational climate it is more important than ever that we prepare our students to be effective and competent writers who can write for a variety of purposes How can we teach our students the skills they need to be successful while also fostering an appreciation for the process craft and art of writing Drawing from sound theory and research as well as on many years of experience in the English classroom Fran Claggett and colleagues Joan Brown Nancy Patterson and Louann Reid have created a writing teacher s resource to help both new and experienced teachers sort through the often complex issues in the teaching of writing With innovative teacher tested strategies for creating a classroom in which students thrive as writers Teaching Writing Craft Art Genre is a must have addition to every writing teacher s library In this volume you ll discover research based discussions on key issues classroom ready lessons for teaching genre methods for incorporating poetry into the writing program rationale and lessons for using modeling to teach writing ideas for integrating technology in the English classroom strategies for teaching grammar in contexts for writing examples of student work that illustrate teaching concepts sample rubrics for assessment and student self assessment and an extensive bibliography of resources      **What Every Middle**

**School Teacher Should Know** Trudy Knowles, Dave F. Brown, 2000 This important new book describes everything a middle school teacher should know when teaching adolescents *Middle School Journal* ,1995

**Designing and Using Tools for Educational Assessment** Madhabi Chatterji, 2003 This text is intended for the large group of non measurement professionals who need to know about creating assessment tools and using them for decision making Teachers administrators and instructional support personnel will find that this book provides a balanced treatment of design validation and use of assessment tools for varied learning outcomes and needs This treatment includes traditional and alternative assessments The book is straightforward and applied with minimal statistical content Numerous examples case studies tables figures and a Web site with chapter highlights and exercises support the applied focus of this book Psychologists or those involved with educational psychology

**Content Area Reading and Writing** Norman Unrau, 2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy s implementation Plenty of simple and effective strategies for assessing and addressing students reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Website available at [www.prenhall.com/unrau](http://www.prenhall.com/unrau) containing self assessments web links and classroom video footage to round out content comprehension

**Student Study Guide** Pearson, Paul D. Eggen, Donald P. Kauchak, 2006-05 [Educational Psychology](#) Eggen, Don Kauchak, 1998-07

[Labor Arbitration Information System: Arbitrations, summaries, full text](#) ,2002 [Contexts of Teaching](#) Jesus Garcia, Elizabeth Spalding, Richard R. Powell, 2001 This unique new book enters into the middle and high school teaching methods market with an intimate first person approach and an emphasis on reflective teaching Reader biography teaching philosophy and portfolio activities make this a practical book rich in applications Teaching is portrayed as a process of ongoing learning growth and development and a strong emphasis is placed on multiculturalism and diversity While most books tend to take a more traditional skills based approach Contexts of Teaching presents teaching methods from a constructivist inquiry perspective consistent with current educational trends Chapter topics include Knowing Middle and High School Students Rethinking Classroom Management considering Curriculum planning instruction Selecting Instructional Materials Teaching with Technology Implementing Instruction Strategies and Methods Assessing Student Learning Understanding the Role of Community Making a Difference in Today s Classrooms and Reflecting for Professional Renewal For teachers of middle and high school students *Integrating Educational Technology Into Teaching* M. D.

Roblyer,2006 Side A of this DVD contains the navigation structure for accessing the contents on this DVD and side B contains video files for the clips from the classroom section      A Parent's Guide to High Stakes Testing Edith Wagner,2002 Provides parents with a comprehensive outline of today s educational standards Explains the new standards and the language of education Considers the education a child is getting and explains how each state measures academic achievement Outlines the goals and content of new standardized tests provides sample English and math questions with answer explanations and offers guidance for the English and math assessment tests from elementary through high school Presents a list of state websites for more information on specific tests and dates and explains how the No Child Left Behind bill affects you

Language Network ,2001 Grade 8      **Writers at Work** Joyce Camblin,1998

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