

## Persuasive Writing Rubric

|                                                                                                                                  | Level 1                                                                                                                                         | Level 2                                                                                                                                    | Level 3                                                                                                                                      | Level 4                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content:</b><br>Student clearly demonstrates the purpose of convincing the reader to agree with their opinion.                | Student demonstrates the purpose of convincing others to agree with their opinion in a limited manner.                                          | Student somewhat demonstrates the purpose of convincing others to agree with their opinion.                                                | Student clearly demonstrates the purpose of convincing others to agree with their opinion.                                                   | Student clearly demonstrates the purpose of convincing others to agree with their opinion with excellent arguments and detail.                                  |
| <b>Format:</b><br>Student included a thesis. Their information is organized. They use transition words throughout their writing. | Student did not include a clear thesis. Their information is disorganized. They do not use transition words.                                    | Student included a thesis that could be clearer. Their information is somewhat organized. They use some transition words.                  | Student included a clear thesis. Their information is organized. They use multiple transition words.                                         | Student includes a clear and detailed thesis. Their information is very well organized. They use transition words throughout their writing.                     |
| <b>Style:</b><br>Student uses complete sentences, proper spelling and grammar throughout their writing.                          | Student does not use complete sentences. They do not include proper capitalization and punctuation. There are many spelling and grammar errors. | Student uses some complete sentences. They include some proper capitalization and punctuation. There are some spelling and grammar errors. | Student uses complete sentences throughout. They include proper capitalization and punctuation. There are a few spelling and grammar errors. | Student uses complete, detailed sentences throughout. They use proper capitalization and punctuation throughout. There are minimal spelling and grammar errors. |

### Strengths:

Your writing is focused, providing multiple arguments to support your thesis.  
You include an clear, strong thesis.  
Your writing is organized with proper formatting, including transition words.  
You write in complete sentences with proper capitalization and punctuation.  
Your writing is well-edited, with appropriate spelling and grammar.  
Your writing is detailed.

### Next Steps:

Try to continue to focus on convincing the reader throughout your arguments.  
Make your thesis stronger by focusing on it throughout the paragraph.  
Using transition words and focus on formatting will strengthen your organization.  
Focus on using proper capitalization and punctuation to strengthen your sentences.  
Ask for spelling and grammar. Use peer editing to help with the editing process.  
Add more detail to your writing.

# Rubric To Assess Persuasive Writing Year 5

**Douglas Fisher, Nancy Frey, John Hattie**

## **Rubric To Assess Persuasive Writing Year 5:**

*Assessment Portfolios for Elementary Students* Milwaukee Public Schools, Kathryn Henn-Reinke, 2002 Developed by educators in Milwaukee's public schools and successfully used with over 15 000 students this book will show you how to engage your students in high quality work reveal information about your students which cannot be seen through standardized tests help students become responsible for their own academic growth The tasks and rubrics in this book will help you discover the strengths and learning needs of your students With concrete detailed examples from Kindergarten through 5th grade this book demonstrates how to implement assessment portfolios in your classroom Part I provides concrete details about how to organize implement and maintain assessment portfolios throughout the school year In Part II are assessments in reading writing and math featuring class tested scoring rubrics and samples of student work Also included are learning projects rich classroom activities requiring high quality intellectual work Part III contains student handouts and scoring sheets ready for you to distribute and use with the students in your class Gwen Doty, 2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in all students meeting expected standards *A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 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 convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included *Teaching Literacy in the Visible Learning Classroom, Grades K-5* Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding *Patterns of Change* Center for Gifted Education Staff, 2003-08 *Parallel Curriculum Units for Science, Grades 6-12* Jann H. Leppien, Jeanne H. Purcell, 2011-02-15 Teachers at various stages of professional development in curriculum design will find

these materials powerful examples that will guide their growth and development and sharpen their skills Mary L Slade Professor James Madison University Harrisonburg VA Supercharge your science curriculum to challenge all students Based on the best selling book The Parallel Curriculum this professional development resource gives multifaceted examples of rigorous learning opportunities for science students in Grades 6 12 The four sample units revolve around genetics the convergence of science and society the integration of language arts and biology and the periodic table The editors and contributors provide user friendly methods for creating more thoughtful lessons and show how to differentiate them for the benefit of all students Included are field tested and standards based strategies that guide students through Exploring the nature of knowledge Discovering connections between science and other subjects Deepening science comprehension according to their interests and abilities Connecting science to society through the study of genetics historic events literature and chemistry Each unit includes subject matter background a content framework study components teacher reflections and sample lessons Also available are online content tools such as handouts PowerPoint presentations and research activities Breathe new life into science learning with this powerful guidebook written by master educators **Library Lessons I** Janet Roche, **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn **Solving the Assessment Puzzle Piece by Piece**, 2011 **Learning Assessment Techniques** Elizabeth F. Barkley, Claire H. Major, 2015-12-21 50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to Know what and how well your students are learning Promote active learning in ways that readily integrate assessment Gather information that can help make grading more systematic and

streamlined Efficiently collect solid learning outcomes data for institutional assessment Provide evidence of your teaching effectiveness for promotion and tenure review Learning Assessment Techniques provides 50 easy to implement active learning techniques that gauge student learning across academic disciplines and learning environments Using Fink's Taxonomy of Significant Learning as its organizational framework it embeds assessment within active learning activities Each technique features purpose and use key learning goals step by step implementation online adaptation analysis and reporting concrete examples in both on site and online environments and key references all in an easy to follow format The book includes an all new Learning Goals Inventory as well as more than 35 customizable assessment rubrics to help teachers determine significant learning goals and appropriate techniques Readers will also gain access to downloadable supplements including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle College teachers today are under increased pressure to teach effectively and provide evidence of what and how well students are learning An invaluable asset for college teachers of any subject Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching learning and assessment

## Whispering the Techniques of Language: An Emotional Quest through **Rubric To Assess Persuasive Writing Year 5**

In a digitally-driven world where monitors reign supreme and instant conversation drowns out the subtleties of language, the profound techniques and mental nuances concealed within words frequently get unheard. Yet, situated within the pages of **Rubric To Assess Persuasive Writing Year 5** a charming fictional value sporting with raw thoughts, lies an exceptional journey waiting to be undertaken. Published by an experienced wordsmith, this wonderful opus invites readers on an introspective journey, lightly unraveling the veiled truths and profound affect resonating within the material of each word. Within the psychological depths of the moving evaluation, we can embark upon a genuine exploration of the book is key subjects, dissect its interesting publishing fashion, and yield to the effective resonance it evokes strong within the recesses of readers hearts.

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### **Rubric To Assess Persuasive Writing Year 5 Introduction**

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