KAMM WRITING ASSESSMENT – PERSUASIVE SCORING RUBRIC

IDEAS AND CONTENT

Rating of 3	Rating of 2	Rating of 1
□ **Main Ideas:** identifiable, may not be explicit; displays a lack of clarity; beginning to define topic	□ **Main Ideas:** position is vague; lacks focus; rarely compelling	□ **Main Ideas:** unclear; out of focus; not yet known
□ **Development:** attempts to construct argument; more details and support needed; relies heavily on simple opinion	□ **Development:** missing details; repetitive, trivial, or rambling information	□ **Development:** rarely attempted; argument not yet begun; list of main details/facts may be substituted for development
□ **Persuasiveness:** takes position but lacks focus; alternate point(s) of view mentioned but not addressed; partially convincing	□ **Persuasiveness:** basis of argument not supported; unsupported opinions; alternate viewpoint(s) not presented	□ **Persuasiveness:** no argument identified; no alternate viewpoint(s) presented; unsupported opinions
□ **Originality:** predictable; formulaic; begins to acknowledge the opposite viewpoint	□ **Originality:** predictable generalities; personal opinions	□ **Originality:** no originality of thought; only basic attempt of novelty

ORGANIZATION

Rating of 3	Rating of 2	Rating of 1
□ **Structure:** writing has recognizable beginning, middle, and end	□ **Structure:** writing has middle but lacks either a beginning or an end; paragraphing evident	□ **Structure:** no recognizable beginning or ending
□ **Pacing & Sequencing:** begins to have logical sequence of main ideas; appropriate; lingers on obvious ideas	□ **Pacing & Sequencing:** rough main ideas; ineffective management of sequencing ideas	□ **Pacing & Sequencing:** no clear sense of pace or direction
□ **Introduction & Conclusion:** both identifiable but weak	□ **Introduction & Conclusion:** one present, not both	□ **Introduction & Conclusion:** neither identifiable
□ **Transitions:** usually present and effective; may be too obvious or repetitive	□ **Transitions:** vague; repetitious	□ **Transitions:** missing or unclear

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VOICE

Rating of 3	Rating of 2	Rating of 1
□ **Energy & Passion:** individualistic; functional with some sincerity	□ **Energy & Passion:** basic engagement; some moments of pleasantness but not compelling	□ **Energy & Passion:** disengaged; uninvolved; distant
□ **Tone:** appropriate in places; beginning to use equitable language	□ **Tone:** overall pleasantness but ineffective	□ **Tone:** monotonous; flat; lifeless; mechanical
□ **Writer's Involvement:** beginning involvement	□ **Writer's Involvement:** sincere; not involved in places	□ **Writer's Involvement:** indifferent
□ **Audience Awareness:** beginning to recognize audience	□ **Audience Awareness:** little awareness of audience	□ **Audience Awareness:** no awareness of audience

WORD CHOICE

Rating of 3	Rating of 2	Rating of 1
□ **Accuracy:** words convey intended message but occasionally interfere with meaning	□ **Accuracy:** words are frequently incorrect, superficial, and interfere with meaning	□ **Accuracy:** incorrect, inappropriate words that confuse reader
□ **Specificity:** little or no attention to subtleties of meaning	□ **Specificity:** begins to use specialized vocabulary that hint to meaning	□ **Specificity:** words too vague or abstract; only general meaning conveyed
□ **Descriptiveness:** energetic verbs and vivid modifiers used occasionally; imagery and figurative language partially effective	□ **Descriptiveness:** repetitive, dull verbs and few modifiers; ineffective figurative language and imagery	□ **Descriptiveness:** passive verbs and no modifiers; inappropriate figurative language and imagery
□ **Appeal:** effective; begins to show originality; occasionally uses repetitive words/phrases; begins to capture imagination	□ **Appeal:** functional; lacks originality; uses repetitive words/phrases	□ **Appeal:** limited vocabulary; unoriginal; repetitive language that is distracting

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SENTENCE FLUENCY

Rating of 3	Rating of 2	Rating of 1
□ **Reading Ease:** begins to show fluidity; begins to invite expressive reading	□ **Reading Ease:** irregular patterns; must re-read for understanding	□ **Reading Ease:** difficult to follow; choppy; rambling; awkward; oral reading is difficult
□ **Structure:** control over simple structure; variable control of complex structure reflects some logic; run-ons and fragments may be present	□ **Structure:** some control over simple structure; lacking how ideas relate	□ **Structure:** no control of structure; obscured meaning; persistent run-ons and fragments
□ **Variety:** some variation of length and structure	□ **Variety:** little variation of length or structure	□ **Variety:** no variation of length or structure
□ **Sentence Beginnings:** favors particular beginnings; relies on one or more formulaic beginnings	□ **Sentence Beginnings:** relies on one or more formulaic beginnings	□ **Sentence Beginnings:** overly repetitive patterns not effective

CONVENTIONS

Rating of 3	Rating of 2	Rating of 1
□ **Control:** reasonable control over a small range of standard spelling, usage, and grammar conventions; problems do not distort meaning	□ **Control:** limited control over a small range of standard spelling, usage, and grammar conventions; problems can distort meaning	□ **Control:** little or no control over standard spelling, usage, and grammar conventions; problems frequently distort meaning
□ **Error Frequency:** distracting but writer handles most conventions adequately	□ **Error Frequency:** distracts readers frequently	□ **Error Frequency:** continually distracts readers; readers must re-read for meaning
□ **Punctuation:** terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect	□ **Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	□ **Punctuation:** both terminal and internal punctuation are often missing or incorrect
□ **Publication Readiness:** more thorough editing is still needed	□ **Publication Readiness:** substantial editing is still required	□ **Publication Readiness:** extensive editing is required