

Middle School Argumentative Essay Rubric

	Exceeding Expectations 4	Meeting Expectations 3	Approaching Expectations 2	Beginning 1
Purpose				
A relevant, arguable claim that can be supported by evidence	<ul style="list-style-type: none"> The argument is specific and relevant. The argument is written in response to the prompt provided. The argument is distinguishable from opposing claims. All questions posed, or requirements provided by the prompt, are met and thoughtfully incorporated. 	<ul style="list-style-type: none"> The argument is specific. The argument is written in response to the prompt provided. The argument is distinguishable from opposing claims. Most questions posed, or requirements provided by the prompt, are thoroughly met and incorporated. 	<ul style="list-style-type: none"> The argument is unclear or lacks specificity. The argument is not written in response to the prompt provided. Some questions posed, or requirements provided by the prompt, are met and incorporated. 	<ul style="list-style-type: none"> The argument is absent. None or few requirements of the prompt are met.
Organization				
An introduction, several body paragraphs, and a concluding paragraph with smooth transitions between paragraphs	<ul style="list-style-type: none"> The introduction states the argument, provides necessary background information, and attempts to pique the interest of the reader. Body paragraphs flow in a logical fashion that supports and builds the argument. Paragraphs are separated appropriately and flow through the use of varied transitional phrases. The conclusion is a thoughtful summary of the argument. 	<ul style="list-style-type: none"> The introduction states the argument and provides some background information. Body paragraphs support the argument. Paragraphs are separated appropriately through some varied transitions. The conclusion is a summary of the argument. 	<ul style="list-style-type: none"> The introduction states the argument but provides limited background information. Body paragraphs attempt to support the argument. Paragraphs may be inappropriately combined and contain few and/or repetitive transitions. The conclusion is a limited summary of the argument. 	<ul style="list-style-type: none"> The introduction does not clearly state the argument or provide relevant background information. Body paragraphs are limited and do little to support the argument. Paragraphs contain few, if any, transitions. The conclusion does not effectively connect back to the argument.

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Development				
Valid evidence to support a claim that also addresses opposing viewpoints or counterclaims	<ul style="list-style-type: none"> The argument is supported by smoothly incorporated evidence from quality, reliable sources. The relationship between the argument, main points, and the evidence is thoughtfully explained, but has room for further analysis. Counterclaims are included and appropriately addressed. 	<ul style="list-style-type: none"> The argument is supported by evidence from outside sources. The relationship between the argument, main points, and the evidence is explained, but has room for further analysis. Counterclaims are included but not fully addressed. 	<ul style="list-style-type: none"> The argument may be supported by evidence from questionable outside sources. The relationship between the claim, main points, and the evidence is somewhat explained. Counterclaims may not be included. 	<ul style="list-style-type: none"> The argument is not supported, and evidence is unclear or missing. The relationship between the claim, main points, and the evidence is not explained. Counterclaims may not be included.
Style				
Ability to craft writing in a voice appropriate to the writing while using standard conventions of the English language	<ul style="list-style-type: none"> Formal and varied language is used. Academic vocabulary is used appropriately throughout. An objective tone is used throughout. Work may contain spelling, punctuation, capitalization and/or other grammar mistakes, but these are few and do not detract from the reader's ability to understand the writing. The writing adheres to almost all formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Formal language is used, with some repetition. Some academic vocabulary is used. An objective tone is sometimes used. Work contains spelling, punctuation, capitalization and/or grammar mistakes that may slightly detract from the reader's ability to understand the writing. The writing adheres to some formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Some formal and informal language is used, with some repetition. Academic vocabulary is limited. An objective tone is used in few areas. Work contains spelling, punctuation, capitalization and/or grammar mistakes that detract from the reader's ability to understand the writing. The writing adheres to few formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Mostly informal language is used, with some repetition. Academic vocabulary is not used. A subjective tone is used throughout. Work contains spelling, punctuation, capitalization and/or grammar mistakes that significantly detract from the reader's ability to understand the writing. The writing does not adhere to the formatting guidelines included in the prompt.

Middle School Expository Essay Rubric

	Exceeding Expectations 4	Meeting Expectations 3	Approaching Expectations 2	Beginning 1
Purpose				
Insight into a particular topic supported by facts	<ul style="list-style-type: none"> The topic is specific and relevant. The topic is written in response to the prompt provided. All questions posed, or requirements provided by the prompt, are met and thoughtfully incorporated. 	<ul style="list-style-type: none"> The topic is specific. The topic is written in response to the prompt provided. Most questions posed, or requirements provided by the prompt, are thoroughly met and incorporated. 	<ul style="list-style-type: none"> The topic is unclear or lacks specificity. Some questions posed, or requirements provided by the prompt, are met and incorporated. 	<ul style="list-style-type: none"> The topic is absent or unclear. None or few requirements of the prompt are met.
Organization				
An introduction, several body paragraphs, and a concluding paragraph with smooth transitions between paragraphs	<ul style="list-style-type: none"> The introduction states the topic, provides necessary background information, and attempts to pique the interest of the reader. The conclusion is a thoughtful summary of the topic. Body paragraphs flow in a logical fashion and include facts that support the topic. Paragraphs are separated appropriately and flow through the use of varied transitional phrases. 	<ul style="list-style-type: none"> The introduction states the topic and provides some background information. The conclusion is a summary of the topic. Body paragraphs include facts that support the topic. Paragraphs are separated appropriately through some varied transitions. 	<ul style="list-style-type: none"> The introduction states the topic but provides limited background information. The conclusion is a limited summary of the topic. Body paragraphs attempt to include facts that support the topic. Paragraphs may be inappropriately combined and contain few and/or repetitive transitions. 	<ul style="list-style-type: none"> The introduction does not clearly state the topic or provide relevant background information. The conclusion does not effectively connect back to the topic. Body paragraphs are limited and do little to include facts that support the topic. Paragraphs contain few, if any, transitions.

	Exceeding Expectations 4	Meeting Expectations 3	Approaching Expectations 2	Beginning 1
Development	<ul style="list-style-type: none"> The writing develops the topic by smoothly incorporating and explaining the relationship between relevant facts, definitions, concrete details, quotations, and other appropriate examples. The topic is explained through ideas, concepts, and information that build to create a unified whole. 	<ul style="list-style-type: none"> The writing develops the topic by incorporating relevant facts, definitions, details, quotations, and other appropriate examples. The topic is explained through ideas, concepts, and information that build to create a whole. 	<ul style="list-style-type: none"> The writing attempts to develop the topic by incorporating facts, definitions, details, quotations, and other examples. The topic is explained through ideas, concepts, and information that attempt to create a whole. 	<ul style="list-style-type: none"> The writing fails to develop and explain the topic.
Presentation and explanation of valid facts that support the development of the topic				
Style	<ul style="list-style-type: none"> Formal and varied language is used. Academic vocabulary is used appropriately throughout. An objective tone is used throughout. Work may contain spelling, punctuation, capitalization and/or other grammar mistakes, but these are few and do not detract from the reader's ability to understand the writing. The writing adheres to almost all formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Formal language is used, with some repetition. Some academic vocabulary is used. An objective tone is sometimes used. Work contains spelling, punctuation, capitalization and/or grammar mistakes that may slightly detract from the reader's ability to understand the writing. The writing adheres to some formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Some formal and informal language is used, with some repetition. Academic vocabulary is limited. An objective tone is used in few areas. Work contains spelling, punctuation, capitalization and/or grammar mistakes that detract from the reader's ability to understand the writing. The writing adheres to few formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Mostly informal language is used, with some repetition. Academic vocabulary is not used. A subjective tone is used throughout. Work contains spelling, punctuation, capitalization and/or grammar mistakes that significantly detract from the reader's ability to understand the writing. The writing does not adhere to the formatting guidelines included in the prompt.
Ability to craft writing in a voice appropriate to the writing while using standard conventions of the English language				

Middle School Narrative Essay Rubric

	Exceeding Expectations 4	Meeting Expectations 3	Approaching Expectations 2	Beginning 1
Purpose				
A story that engages the reader	<ul style="list-style-type: none"> The writing creatively engages the reader through the telling of a story about a problem, situation, or observation. The story has a narrator and well developed characters. All questions posed, or requirements provided by the prompt, are met and thoughtfully incorporated. 	<ul style="list-style-type: none"> The writing engages the reader through the telling of a story about a problem, situation, or observation. The story has a narrator and partially developed characters. Most questions posed, or requirements provided by the prompt, are thoroughly met and incorporated. 	<ul style="list-style-type: none"> The writing tells the reader about a problem, situation, or observation. The story may have a narrator and some partially developed characters. Some questions posed, or requirements provided by the prompt, are met and incorporated. 	<ul style="list-style-type: none"> The writing is unclear. The story does not have a clear narrator and characters are undeveloped. None or few requirements of the prompt are met.
Organization				
Structure that effectively guides the reader through a sequence of events or experiences	<ul style="list-style-type: none"> The writing skillfully moves the reader through the story by creating a cohesive sequence of experiences or events using multiple literary techniques. The writing includes an effective structure through the use of paragraphs, dialogue, and narration that together build the story. The conclusion is thoughtful and leads the reader to reflect on what is experienced, observed, or resolved through the narrative. 	<ul style="list-style-type: none"> The writing moves the reader through the story by creating a sequence of experiences or events using some literary techniques. The writing includes a simple structure through the use of paragraphs, dialogue, and narration that together build the story. The conclusion leads the reader to reflect on what is experienced, observed, or resolved through the narrative. 	<ul style="list-style-type: none"> The writing attempts to move the reader through the story by creating a sequence of experiences or events. Literary techniques may be used. The writing includes a simple structure that may not include several elements that could be used to build the story. The conclusion is simply the end of the story, and does not provoke much thought from the reader. 	<ul style="list-style-type: none"> The writing does not effectively move the reader through the story by creating a sequence of experiences or events. There is limited, if any, use of literary techniques. The writing does not effectively build the story. The conclusion is missing, or creates confusion for the reader.

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Development				
Introduction and development of a plot, setting, characters, and central theme	<ul style="list-style-type: none"> The writing includes thoughtful plot and character development. Some complex narrative techniques are used throughout. These techniques provide the reader with a clear picture of the characters' experiences, events, setting, and mood of the writing. 	<ul style="list-style-type: none"> The writing includes plot and character development. Some narrative techniques are used within the writing. These techniques provide the reader with a picture of the characters' experiences, events, setting, and mood of the writing. 	<ul style="list-style-type: none"> The writing includes some plot and character development. Few, if any, narrative techniques are used. These techniques provide the reader with a picture of the characters' experiences, events, setting, and mood of the writing. 	<ul style="list-style-type: none"> The writing includes limited, if any, plot and character development. There are no narrative techniques used that provide the reader with a picture of the characters' experiences, events, setting, and mood of the writing.
Style				
Ability to craft writing in a voice appropriate to the writing while using standard conventions of the English language	<ul style="list-style-type: none"> Formal and varied language is used. Academic vocabulary is used appropriately throughout. An objective tone is used throughout. Work may contain spelling, punctuation, capitalization and/or other grammar mistakes, but these are few and do not detract from the reader's ability to understand the writing. The writing adheres to almost all formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Formal language is used, with some repetition. Some academic vocabulary is used. An objective tone is sometimes used. Work contains spelling, punctuation, capitalization and/or grammar mistakes that may slightly detract from the reader's ability to understand the writing. The writing adheres to some formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Some formal and informal language is used, with some repetition. Academic vocabulary is limited. An objective tone is used in few areas. Work contains spelling, punctuation, capitalization and/or grammar mistakes that detract from the reader's ability to understand the writing. The writing adheres to few formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Mostly informal language is used, with some repetition. Academic vocabulary is not used. A subjective tone is used throughout. Work contains spelling, punctuation, capitalization and/or grammar mistakes that significantly detract from the reader's ability to understand the writing. The writing does not adhere to the formatting guidelines included in the prompt.

Middle School Persuasive Essay Rubric

	Exceeding Expectations 4	Meeting Expectations 3	Approaching Expectations 2	Beginning 1
Purpose				
A viewpoint on an issue or topic that convinces others to take a similar stance	<ul style="list-style-type: none"> The viewpoint is specific, and relevant. The viewpoint is written in response to the prompt provided. The viewpoint is distinguishable from opposing claims. All questions posed, or requirements provided by the prompt, are met and thoughtfully incorporated. 	<ul style="list-style-type: none"> The viewpoint is specific. The viewpoint is written in response to the prompt provided. The viewpoint is distinguishable from opposing claims. Most questions posed, or requirements provided by the prompt, are thoroughly met and incorporated. 	<ul style="list-style-type: none"> The viewpoint is unclear or lacks specificity. The viewpoint is not written in response to the prompt provided. The viewpoint is not distinguishable from opposing claims. Some questions posed, or requirements provided by the prompt, are met and incorporated. 	<ul style="list-style-type: none"> The viewpoint is absent. None or few requirements of the prompt are met.
Organization				
An introduction, several body paragraphs, and a concluding paragraph with smooth transitions between paragraphs	<ul style="list-style-type: none"> The introduction states the viewpoint, provides the necessary background information, and attempts to pique the interest of the reader. Body paragraphs flow in a logical fashion that supports and builds the viewpoint. Paragraphs are separated appropriately and flow through varied transitions. The conclusion is a thoughtful summary of the viewpoint. 	<ul style="list-style-type: none"> The introduction states the viewpoint and provides the necessary background information. Body paragraphs support the viewpoint. Paragraphs are separated appropriately through some varied transitions. The conclusion is a summary of the viewpoint. 	<ul style="list-style-type: none"> The introduction states the viewpoint, and provides some limited background information. Body paragraphs attempt to support the viewpoint. Paragraphs may be inappropriately combined and contain few and/or repetitive transitions. The conclusion is a limited summary of the argument. 	<ul style="list-style-type: none"> The introduction does not clearly state the viewpoint or provide relevant background information. Body paragraphs are limited and do little to support the argument. Paragraphs contain few, if any, transitions. The conclusion does not effectively connect back to the viewpoint.

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Development				
Compelling reasons to support a specific viewpoint that also respond to opposing viewpoints	<ul style="list-style-type: none"> The writing supports the viewpoint by providing relevant reasons for the writer's stance. The writing appeals to the reader's emotions in order to persuade him/her. The writing explains the relationships between the viewpoint and supporting reasons. Opposing viewpoints are included and appropriately addressed. 	<ul style="list-style-type: none"> The writing supports the viewpoint by providing reasons for the writer's stance. The writing may, at times, appeal to the reader's emotions in order to persuade him/her. The writing explains the relationships between the viewpoint and supporting reasons. Opposing viewpoints are included, but not fully addressed. 	<ul style="list-style-type: none"> The writing attempts to support the viewpoint by providing relevant reasons for the writer's stance. The writing attempts to appeal to the reader's emotions in order to persuade him/her. The writing attempts to explain the relationships between the viewpoint and supporting reasons. Opposing viewpoints may not be included. 	<ul style="list-style-type: none"> The writing does not support the viewpoint or provide relevant reasons for the writer's stance. The writing does not appeal to the reader's emotions in order to persuade him/her. The writing does not explain the relationships between the viewpoint and supporting reasons. Opposing viewpoints are not included.
Style				
Ability to craft writing in a voice appropriate to the writing while using standard conventions of the English language	<ul style="list-style-type: none"> Formal and varied language is used. Academic vocabulary is used appropriately throughout. An objective tone is used throughout. Work may contain spelling, punctuation, capitalization and/or other grammar mistakes, but these are few and do not detract from the reader's ability to understand the writing. The writing adheres to almost all formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Formal language is used, with some repetition. Some academic vocabulary is used. An objective tone is sometimes used. Work contains spelling, punctuation, capitalization and/or grammar mistakes that may slightly detract from the reader's ability to understand the writing. The writing adheres to some formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Some formal and informal language is used, with some repetition. Academic vocabulary is limited. An objective tone is used in few areas. Work contains spelling, punctuation, capitalization and/or grammar mistakes that detract from the reader's ability to understand the writing. The writing adheres to few formatting guidelines included in the prompt. 	<ul style="list-style-type: none"> Mostly informal language is used, with some repetition. Academic vocabulary is not used. A subjective tone is used throughout. Work contains spelling, punctuation, capitalization and/or grammar mistakes that significantly detract from the reader's ability to understand the writing. The writing does not adhere to the formatting guidelines included in the prompt.

