

NAME _____

Period _____ Date _____

Score _____

TIMED WRITING RUBRIC

Standard Being Assessed: WS 2.4 Students will write persuasive essays.

Prompt: Do you believe that Tom Robinson was killed because the torment of being imprisoned for something he did not do lead him to try to escape, or do you think that racial profiling lead to Tom Robinson being murdered for a crime he did not commint? Use your knowledge of what it feels like to be imprisoned for something you did not do that you learned about from the World War II internees, your understanding of the historical context of the novel To Kill a Mockingbird, and the text itself to prove your point.

	Mastery	Near Mastery	Basic Understanding	Limited/No Understanding
Followed writing prompt directions	The writing follows the specified format and fully develops the prompt.	The writing follows the specified format and addresses most of the prompt.	The writing follows the specified format, but it may be missing some key elements.	The writing does not follow the specified format or does not address the major intention of the prompt.
Introduction	The introduction has an insightful and original lead that successfully grabs the reader's attention.	The introduction has a thoughtful, yet less original, lead.	The introduction has a lead, but it may be predictable or simple.	The introduction has no lead. It may say, "I am responding to topic number..."
Thesis (Writing 1.1)	The writing presents a clearly stated, original and comprehensive thesis statement.	The writing presents a clearly stated, comprehensive thesis statement.	The writing presents a thesis statement which may be predictable, unclear, and unfocused.	The writing presents a thesis statement which may be too vague or obvious to be developed effectively..
Support (Writing 2.2)	The writing gives sufficient, relevant evidence to support thesis. Evidence is presented in a convincing manner.	The writing gives relevant evidence although it may not be stated in a convincing manner.	The writing gives some relevant evidence to support thesis.	The writing gives little or no evidence or examples. The support may be repetitive, simplistic or confusing.
Conclusion (1.1)	The conclusion effectively restates the main ideas and makes a strong closing statement about the topic.	The conclusion effectively restates the main ideas, but perhaps less effectively. It may not include a strong closing statement about the topic.	The conclusion simply restates the main ideas.	The conclusion is confusing or missing.
Structure (Writing 1.1, 2.3, 3.1, 3.2)	The organization of writing is clear and demonstrated through paragraph form; transitions between ideas are effective.	The organization of writing is evident and demonstrated through paragraph form. Some transitions between ideas are used.	The organization of writing is somewhat clear, but writer may not write in paragraph form. No transitions between ideas are used.	Organization of writing is confusing or incomplete.
Mechanics (Writing 3.1, 3.3, 3.5)	The writing has few errors in usage, punctuation, spelling, or grammar.	The writing has some minor errors in usage, punctuation, spelling, or grammar; errors do not impede reading.	The writing has some major errors in usage, punctuation, spelling, or grammar; errors slightly impede reading.	The writing has several major errors in usage, punctuation, spelling, or grammar; errors cause confusion.