Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for assessing Student Writing: Persuasive Argument essay & speech**

|  |  |
| --- | --- |
| **Focus/Organization*** The piece fulfills its purpose by describing a topic in a manner appropriate to the spoken word
* The piece fulfills its purpose by presenting a convincing argument.
* The piece is clearly aimed at its intended audience.
* The writer’s position is clearly stated.
* There is a clear beginning, middle, and end.
* The argument and writing are arranged in an effective order.
 | **Comments:**  Score\_\_\_\_\_\_/70 |
| **Elaboration/Support/Style*** The opening sentences grab the audience’s attention.
* The presentation of the topic is easy to follow and includes interesting descriptions.
* Sound reasons for the position and sufficient supporting evidence are included.
* The evidence is appropriate and clearly supports the writer’s position.
* The conclusion retells the main idea of the speech and brings it to a natural and powerful close.
 | **Comments**  Score\_\_\_\_\_\_\_\_/70 |
| **Grammar, Usage, and Mechanics*** The writing is free of misspellings, and words are capitalized correctly.
* Sentences are punctuated correctly, and the piece is free of fragments and run-ons.
* Standard English usage is employed.
* The paper is neat, legible, and presented in an appropriate format.
 | **Comments**  Score\_\_\_\_\_\_\_\_/60 |

**Engagement in the Writing Process Comments**

The Student:

\_\_\_\_\_\_\_ made an organizer depicting topic/theme, and reasons

\_\_\_\_\_\_\_ discussed the draft with a partner or small group

\_\_\_\_\_\_\_ contributed questions and suggestions to other writers beyond simplistic responses

\_\_\_\_\_\_\_ revised draft

\_\_\_\_\_\_\_ Proofread the final draft

 Overall Score\_\_\_\_\_\_\_\_\_\_\_\_/200

**Speaking Checklist**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Voice**:The Student* Waited until everyone in the audience was focused on him/her
* Spoke loudly enough to be heard in the back of the room
* Spoke clearly so that each word was distinct
* Kept a steady tempo—did not speak to slow or too fast.
* Matched the tone of voice to tone of passage
* Was relaxed and conversational
 | **Comments:** |
| **Face:**The Student* Kept head up
* Looked at audience, moving eyes from person to person
* Used facial expressions to express emotions conveyed in the speech
 | **Comments:** |
| **Body:**The student* Made sure all audience members could see him/her
* Stood up straight and tall (does not lean on lectern)
* Made gestures with hands and arms to help describe speech.
* Kept audience’s attention by acting out parts of speech where appropriate
 | **Comments**: |
|  |  |

**Student Self Check Assessment for paragraph writing and peer editing.**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Edited by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **Theme** | Thesis clearly states theme and position of the speaker | Thesis statement is clear but the position of the speaker is unclear | Theses statement is not clearly stated and position of the speaker is unclear | No thesis statement or and position is unclear |
| **Support** | Topic is supported by many specific factual details. Demonstrates credibility | Topic is supported by a few factual specific details. Credibility is limited | Topic is supported by general statements. Credibility and sources are questionable | Topic is not supported by factual details. There are no credible sources for support |
| **Language** | Uses vocabulary that is precise for the topic | Uses vocabulary that is appropriate for the topic | Uses basic vocabulary for the topic | Uses vocabulary that is unsuited for the topic |
| **Word Choice** | Uses grade appropriate language throughout Us | Some use of grade level language throughout | Consistently uses language that is at grade one level lower | Consistently uses language that is at a grade two level lower |
| **Conventions** | Writing evidences understanding of proper grammar and use of punctuation throughout | Writing contains one or two consistent grammatical errors or incorrect use of punctuation | Many sentences are characterized by grammatical errors or incorrect uses of punctuation | Writing does not use proper grammar or punctuation and contains numerous errors |
| **Spelling** | All words are spelled correctly | Most words are spelled correctly | There are numerous spelling errors | The number of spelling errors significantly detracts from the readability of the piece |

 Comments/Suggestions:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Edited by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **Theme** | Thesis clearly states theme and position of the speaker | Thesis statement is clear but the position of the speaker is unclear | Theses statement is not clearly stated and position of the speaker is unclear | No thesis statement or and position is unclear |
| **Support** | Topic is supported by many specific factual details. Demonstrates credibility | Topic is supported by a few factual specific details. Credibility is limited | Topic is supported by general statements. Credibility and sources are questionable | Topic is not supported by factual details. There are no credible sources for support |
| **Language** | Uses vocabulary that is precise for the topic | Uses vocabulary that is appropriate for the topic | Uses basic vocabulary for the topic | Uses vocabulary that is unsuited for the topic |
| **Word Choice** | Uses grade appropriate language throughout Us | Some use of grade level language throughout | Consistently uses language that is at grade one level lower | Consistently uses language that is at a grade two level lower |
| **Conventions** | Writing evidences understanding of proper grammar and use of punctuation throughout | Writing contains one or two consistent grammatical errors or incorrect use of punctuation | Many sentences are characterized by grammatical errors or incorrect uses of punctuation | Writing does not use proper grammar or punctuation and contains numerous errors. |
| **Spelling** | All words are spelled correctly | Most words are spelled correctly | There are numerous spelling errors | The number of spelling errors significantly detracts from the readability of the piece. |

 Comments/Suggestions: