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| **RUBRIC DISCURSIVE TEXT** |
| **Criteria** | **D=Beginning****1 pt** | **C= Developing****2pt** | **B=Accomplished****3pt** | **A=Exemplary****4pt** |
| **Evidence of planning** | Little or no brainstorming of ideas, with no research and/or no organization of ideas | Brainstorming of ideas, little research and/or organization of ideas | Clear brainstorming of ideas with research included and organization of ideas. | Clear brainstorming of ideas with detailed research and outstanding organization of ideas. |
| **Introduction** | Introduction does not catch attention or does not show 2 clear points of view | Introduction shows 2 points of view but does not catch attention | Introduction catches attention and shows 2 clear points of view | Introduction is creative, catches attention showing clearly 2 points of view and a question to be resolved. |
| **FOR Arguments** | FOR Point of view is not shown clearly and/or the reasons and examples do not support the argument | FOR Point of view is shown and/or some of the reasons or examples do not support the argument | FOR Point of view is shown clearly, with reasons and examples organized in 1-2 paragraphs | FOR point of view is shown in sequencing paragraphs  |
| **AGAINST Arguments** | AGAINST Point of view is not shown clearly and/or the reasons and examples do not support the argument | AGAINST Point of view is shown and/or some of the reasons or examples do not support the argument | AGAINST Point of view is shown clearly, with reasons and examples organized in 1-2 paragraphs | AGAINST point of view is shown in sequencing paragraphs |
| **Transitions** | Transitions are not/or rarely present or little use of connectives | Transitions are present but do not always link supporting details well using connectives | Transitions are smooth and link supporting details well using connectives | Transitions are very smooth and show use of more complex connectives |
| **Editing and redrafting &**  | The text has not been edited and redrafted enough and needs more logical order or sequencing of ideas and arguments | Some of the text has been edited and redrafted but needs more logical order and/or sequencing of ideas and arguments | Most of the text has been edited and redrafted sufficiently showing logical order and sequencing of ideas and arguments | The text has been edited and redrafted showing logical order and sequencing of ideas and arguments |
| **spelling and grammar** | Has more than 10 errors in spelling and grammar | Has reduced the errors to 6-9 in spelling and grammar | Has reduced the errors to 3-5 between spelling and grammar | Has 1-2 errors or none between spelling or grammar. Almost flawless. |
| **Conclusion** | There is no conclusion. The text just ends without restating the arguments or including own point of view | The conclusion is present but it does not sum up both arguments clearly or give own point of view in a clear and catchy way. | The conclusion sums up both arguments and gives own point of view in a clear and catchy way. | The conclusion defines both argument showing own point of view in a creative and challenging way. |

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| **Discursive Text****Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:6\_\_** |
| **Criteria** | **1-4** | **%** | **Total** | **Grade** |
| **Evidence of planning** | .4 | 10 |  | 40 |
| **Introduction** | .4 | 10 |  | 40 |
| **FOR Arguments** | .4 | 20 |  | 80 |
| **AGAINST Arguments** | 4 | 20 |  | 80 |
| **Transitions** | 4 | 10 |  | 40 |
| **Editing and redrafting &**  | 4 | 10 |  | 40 |
| **spelling and grammar** | 4 | 10 |  | 40 |
| **Conclusion** | 4 | 10 |  | 40 |
|  |  |  |  | 300 |

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