

WRITING SCORING GUIDE Student \_\_\_\_\_  
**WRITING STANDARD 2.4 – PERSUASIVE WRITING-POINT OF VIEW ESSAY—Grade 5**

Cajon Valley Union School District  
 Standards-Based Writing Scoring Guide

	BELOW STANDARD (1) (Below Basic)	APPROACHING STANDARD (2) (Basic)	MEETS STANDARD (3) (Proficient)	EXCEEDS STANDARD (4) (Advanced)	SCORE
<b>CONTENT</b>	<b>In my essay I need to:</b> ___ Explain the issue by using background information ___ Use grade level vocabulary to state reasons	<b>My essay:</b> ___ Does not clearly explain the issue and address reader concerns because there is not enough background information ___ Overuses simple, repetitive vocabulary and ideas	<b>My essay meets standard because I remembered to:</b> ___ Clearly explain the issue and address reader concerns by using background information ___ Present sensible reasons using grade level vocabulary to explain why the point of view is valid	<b>My essay meets <u>all</u> descriptors in the “meets standard” column and (includes 2 of 3)</b> ___ Uses detailed descriptions, examples, and facts ___ Demonstrates excellent awareness of possible reader concerns ___ Has flair and style-voice	
<b>ORGANIZATION &amp; FOCUS</b>	<b>In my essay I need to:</b> ___ Write an opening paragraph ___ Write 3 body paragraphs ___ Use transitional words ___ Write a concluding paragraph	<b>My essay:</b> ___ Has an opening paragraph, but it does not include a point of view statement ___ Has 3 body paragraphs, but some of the paragraphs are unfocused in support of the point of view statement ___ Is not clearly connected because of a lack of transitional words ___ Has a concluding paragraph, but it is missing either a link to the point of view statement <b>or</b> a summary of the important points	<b>My essay meets standard because I remembered to:</b> ___ Write an opening paragraph that focuses the reader on the issue and includes a point of view statement ___ Write 3 or more body paragraphs that support the point of view statement ___ Use transitional words (first, therefore, next, etc.) so that the essay is clearly connected ___ Write a concluding paragraph that provides a link to the point of view statement and summarizes the important points creating a feeling of closure	<b>My essay meets all descriptors in the “meets standard” column and (includes 1 of 2)</b> ___ Demonstrates excellent focus through a highly organized essay ___ Demonstrates excellent use of transitional words and phrases so that the essay flows smoothly from on idea to the next	
<b>LANGUAGE CONVENTIONS</b>	<b>In my essay I need to:</b> ___ Use complete sentences ___ Use a variety of sentence forms ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Use correct punctuation ___ Use correct capitalization ___ Use correct indentation and margins ___ Spell grade level words correctly	<b>My essay is inconsistent in:</b> ___ Using complete sentences-has many fragments/run-ons ___ Using a variety of sentence forms ___ Using correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Using correct punctuation ___ Using correct capitalization ___ Using correct indentation and margins ___ Spelling grade level words correctly; errors may cause distraction	<b>My essay meets standard because <u>the majority of the time</u> I remembered to:</b> ___ Write complete sentence forms ___ Use a variety of sentence forms ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Use correct punctuation ___ Use correct capitalization ___ Use correct indentation and margins ___ Spell grade level words correctly; errors do not cause distraction	<b>My essay meets <u>all</u> descriptors in “meets standard” column and (includes 1 of 3):</b> ___ Consistently uses a wide variety of sentence forms ___ Demonstrates command of language conventions ___ Takes risks spelling above grade level words	
<b>TOTAL SCORE</b> 3 – 5 Below Basic    6 - 8 Basic    9 – 10 Proficient    11 – 12 Advanced					
<b>A proficient essay includes: 2 of 2, 3 of 4 and 6 of 7 descriptors.</b>					