

Figure 2.6
Sample Multi-Grade-Level Writing Rubric

Time Frame: End-of-the-Year Target						
Expressing Judgments						
	Below Benchmark	Grade-Level Benchmark	Exceeds Benchmark	Advanced		
9th Grade	Shows no understanding of the purpose or the complexity of the issue	Shows a little understanding of the persuasive purpose of the task but neglects to take or to maintain a position on the issue in the prompt	Shows a basic understanding of the persuasion purpose of the task by taking a position on the issue in the prompt but may not maintain that position			
		Shows limited recognition of the complexity of the issue in the prompt	Shows a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position			
10th Grade		Shows a little understanding of the persuasive purpose of the task but neglects to take or to maintain a position on the issue in the prompt	Shows a basic understanding of the persuasion purpose of the task by taking a position on the issue in the prompt but may not maintain that position	Shows understanding of the persuasive purpose of the task by taking a position on the issue in the prompt		
		Shows limited recognition of the complexity of the issue in the prompt	Shows a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position			
11th Grade			Shows a basic understanding of the persuasion purpose of the task by taking a position on the issue in the prompt but may not maintain that position	Shows understanding of the persuasive purpose of the task by taking a position on the issue in the prompt	Shows clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion	
			Shows a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position	Shows some recognition of the complexity of the issue in the prompt by (1) acknowledging counterarguments to the writer's position and (2) providing some response to counterarguments to the writer's position	Shows recognition of the complexity of the issue in the prompt by (1) partially evaluating implications or complications of the issue or (2) posing and partially responding to counterarguments to the writer's position	
12th Grade				Shows understanding of the persuasive purpose of the task by taking a position on the issue in the prompt	Shows clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion	Shows clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion
				Shows some recognition of the complexity of the issue in the prompt by (1) acknowledging counterarguments to the writer's position and (2) providing some response to counterarguments to the writer's position	Shows recognition of the complexity of the issue in the prompt by (1) partially evaluating implications or complications of the issue or (2) posing and partially responding to counterarguments to the writer's position	Shows understanding of the complexity of the issue in the prompt by (1) examining different perspectives, (2) evaluating implications or complications of the issue, or (3) posing and fully discussing counterarguments to the writer's position