Bay Village Schools

The ELA Focus Group has been working together on developing a universal writing rubric that could be adapted to any grade or content area in the district. The purpose of the rubric is to:

* Help with prioritizing consistent writing non-negotiables regardless of content area.
* Provide a framework that could then be used to develop a grade level standards based rubric with student friendly language.
* Facilitate a shift in thinking about how writing is assessed - Purpose/Focus/Evidence is major focus over Conventions
* Create a tool that could support parent friendly communication

The team looked at Ohio Learning Standards for writing along with the Ohio State Test writing rubrics, and examples of student work from a range of grade levels to develop the rubric categories.

**Anchor Opinion/Argumentative Writing Rubric DRAFT Rev. Feb 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards | 4 | 3 | 2 | 1 |
| **Claims, Counter Claims & Evidence** | Used evidence from multiple, reliable resources that were related to the claim (topic)  Provided more than 2 pieces of evidence from your sources to support claim.  When appropriate, address the counterclaim.(what it is and why you didn’t consider it)  Used precise language (word choice) to present evidence and claims. | Used evidence from 2 reliable resources that were related to the claim (topic)  Provided 2 pieces of evidence from your sources to support claim.  Acknowledge that there is a counterclaim.(what it is)  Used language that was somewhat precise to present evidence and claims. | Used evidence from 1 reliable resource that was related to the claim (topic)  Provided one piece of evidence from your sources to support your claim.  Counterclaim is mentioned but not explained.  Language does not adequately address the claim. | Evidence used is not from a reliable source.  Counterclaim is not mentioned or acknowledged.  Did not use your own words. |
| **Organization** | Clear, concise argument/claim presented.  Like ideas and evidence are grouped together.  Effective use of text structure (sequence, cause and effect, compare and contrast, problem solution, description, or chronological order) to present and develop claim in a logical way.  Sophisticated use of a variety of transitions and connecting words throughout the entire piece. | Clear, concise argument/claim presented.  Like ideas and evidence are grouped together.  Some effective use of text structure used to present and develop claim in a logical way.  Use of some variety of transitions and connecting words in the piece. | Somewhat clear, concise argument/claim presented.  Most like ideas and evidence are grouped together.  Inappropriate text structure used, and does not help develop claim.  Little use of transitions and connecting words in the piece. | Argument/claim presented is unclear.  Like ideas and evidence are not grouped together in a coherent, organized way.  No evidence of text structure used.  No use of transitions and connecting words in the piece. |
| **Purpose & Focus** | **Audience**  All information and evidence selected is relevant and appropriate for the audience.  **Style and Tone**  Established and maintain a clear and effective voice that sets style and tone throughout the entire piece. For example, use of varied sentence structure. Appropriate use of content area vocabulary where applicable.  Evidence of intentional word choice.  **Focus on topic**  Complete and consistent attention to the topic. Evidence and examples included are related to the central topic. | **Audience**  Some information and evidence selected is relevant and appropriate for the audience.  **Style and Tone**  Adequate style and tone maintained throughout most of the piece.  Where appropriate, content area vocabulary may be used, but not consistently.  **Focus on topic**  Consistent attention to topic. Most evidence and examples included are on topic. | **Audience**  Information and evidence selected is irrelevant and/or inappropriate for the audience.  **Style and Tone**  Some evidence of attempt to set a tone through word choice or sentence structure.  **Focus on Topic**  Inconsistent attention to topic. Most examples or evidence is irrelevant to central topic | **Audience**  Inadequate use of information or evidence to engage the audience OR  Inappropriate content.  **Style and Tone**  Little evidence of intentional word choice or use of varied sentence structures to develop a tone or style.  **Focus on Topic**  Does not have a clear focus. Examples and evidence may be missing or not relevant. |
| **Conventions - effective use of punctuation, word choice, sentence structure, and spelling in getting your message across to your audience.** |  |  | Demonstrates grade level appropriate mastery of capitalization, punctuation, spelling, use of parts of speech.  Demonstrate grade level appropriate mastery of citation skills. | Little or no clear evidence of appropriate grade level mastery.  Difficult to identify purpose and meaning of the writing. |

**OUR DISCUSSION NOTES AND RESOURCES**

Claims and Evidence

* Use **Reliable** resources, [accurate, appropriate]
* **Support** their opinion
* Have at least 2 supporting ideas -
* **Relevant** facts
* Explanation of why a fact was chosen
* precise language - content language, academic vocabulary

Organization

* Statement of opinion/argument
* Logical
* Sequential
* Cause/Effect
* Text Structure - using paragraphs to group related ideas/thoughts
* Beginning Middle End
* Transitions and connecting words
* Are they getting at the whole argument
* Counter claim or acknowledgement of other opinions - at the Westerly MS, HS

Purpose and Focus

* Audience
* Style and tone - selected for the appropriate audience
* Maintain focus on your topic

Conventions - the impact on the context,

* Word choice - subject/verb agreement, verb tenses, pronouns, passive words
* Spelling
* Punctuation
* Capitalization
* Complete sentences

Things of note -

In the standards, the emphasis is not on teaching stand-alone grammar workbooks. There is lack of transfer of language /mechanics when it is taught as a stand alone vs using the mechanics/functions in context.

Hechinger Report article on the lack of effectiveness in the teaching of stand-alone grammar.

Writing is tied to reading comprehension. Provide opportunities for frequent writing.

Not just summaries but high level writing that includes analysis and interpretation.