

Oklahoma Bar Association Law Day 2017
The 14th Amendment: Transforming American Democracy
Middle School Writing Contest Entry Rubric

Category	4	3	2	1
Ideas and Development	<ul style="list-style-type: none"> • The content is appropriate for audience and purpose. • The writer addresses the prompt with a fully developed argument using relevant, compelling claim(s) and counterclaim(s), accurate text-based evidence, and logical reasoning. • The writer quotes or paraphrases evidence avoiding plagiarism. • Writer expresses an insightful perspective towards the topic. 	<ul style="list-style-type: none"> • The content is largely appropriate for audience and purpose. • The writer addresses the prompt with a partially developed argument using claim(s) and counterclaim(s), text-based evidence, and reasoning. • The writer attempts to quote or paraphrase evidence. • Writer sustains a perspective though most of the argument. 	<ul style="list-style-type: none"> • The content is limited for audience and purpose. • The writer addresses the prompt with an insufficient argument with claim(s) and counterclaims (s), and limited use of text-based evidence, and reasoning. • The writer does not attempt to quote or paraphrase evidence. • Writer has difficulty expressing or sustaining a perspective. 	<ul style="list-style-type: none"> • The content is inappropriate for audience and purpose. • Writer’s response to the prompt is not developed. • Little evidence is elicited from the text. • Writer has little or no perspective.
Organization, Unity, and Coherence	<ul style="list-style-type: none"> • Introduction presents a clear opinion. • Introduction presents a clear topic and establishes the argument. • Sustained focus on content and structure • Reasons and information that support the writer’s purpose are logically ordered. • Transitions between ideas are coherent and link reasons • A formal style is established and maintained. • Conclusion is compelling and supports the argument. 	<ul style="list-style-type: none"> • Introduction presents a topic and an argument. • Focus on content and structure • Reasons and information that support the writer’s purpose are partially ordered. • Transitions support and link reasons. • A formal style is established but may be inconsistent. • Conclusion is satisfying and supports the argument. • Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • A formal style is established but may be inconsistent. 	<ul style="list-style-type: none"> • Introduction does not present a clear topic or argument. • Lack of focus on content and structure is evident. • Reasons and information that support the writer’s purpose are ordered in random progression. • Transitions are limited and do not link reasons. • A formal style may be attempted. • Conclusion is incomplete with little support for the argument 	<ul style="list-style-type: none"> • Lacks logical direction. • No evidence of organizational structure

		<ul style="list-style-type: none"> • Conclusion is apparent and relates to the information presented. • Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings and show relationships among experiences and events. • Conclusion follows from narrated experiences and events. 		
Word Choice	<ul style="list-style-type: none"> • Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. 	<ul style="list-style-type: none"> • Figurative language, word relationships, and nuances in word meanings are demonstrated. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas. 	<ul style="list-style-type: none"> • Figurative language, word relationships, and nuances in word meanings are limited. • Concrete words and phrase, sensory details, and domain-specific vocabulary are limited. 	<ul style="list-style-type: none"> • Figurative language, word relationships, and nuances in word meanings are not evident. • Concrete words and phrases, sensory details, and domain-specific words are lacking.
Sentences and Paragraphs	<ul style="list-style-type: none"> • Rich variety of sentence structure, type, and length • Few, if any, fragments or run-ons • Evidence of appropriate paragraphing 	<ul style="list-style-type: none"> • Variety of sentence structure, type, and length • Few fragments or run-ons • Evidence of paragraphing 	<ul style="list-style-type: none"> • Limited variety of sentence structure, type, and length • Several fragments or run-ons • Little or no attempt at paragraphing 	<ul style="list-style-type: none"> • No clear sentence structure • Many fragments or run-ons • Little or no attempt at paragraphing
Grammar, Usage, and Mechanics	<ul style="list-style-type: none"> • Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are minor and do not affect readability (prior SDE rubric) 	<ul style="list-style-type: none"> • Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be more noticeable but do not significantly affect readability. 	<ul style="list-style-type: none"> • Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be distracting and interfere with readability. 	<ul style="list-style-type: none"> • Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are numerous and severely impede readability.