

**Oklahoma Bar Association  
Law Day Writing Contest  
Middle School Entry Rubric**

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

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