

Scoring Rubric for Mindset Editorial

Editorial Element	Outstanding (4)	Very good (3)	Average (2)	Needs Improvement (1)
Format -Type of writing	Writer included all parts of the editorial argument from the outline. Parts (paragraphs) are in order of the outline and thoroughly addressed with thesis, claims in topic sentences (2), supporting evidence, personal examples, and a “clincher”	Writer included most parts of the editorial argument from the outline. Parts (paragraphs) are in order of the outline and thoroughly addressed.	Writer included several parts of the editorial argument from the outline. Parts (paragraphs) are in order of the outline, though not thoroughly addressed.	Writer included a few parts from the editorial outline. Parts (paragraphs) are not in order or missing completely. No parts are thoroughly addressed.
Audience -The people you’re writing for	Writer engaged their audience with an interesting editorial, including relevant evidence and personal examples. Writing was clear and coherent. Editorial was compelling to read (made your reader think!).	Writer engaged their audience with an interesting editorial, including relevant evidence and personal examples. Writing was clear and coherent, though less compelling.	Writer engaged their audience with an interesting editorial, including several pieces of relevant evidence and personal examples. Writing was reasonably clear and coherent.	Writer did not engage their audience and included little relevant evidence or personal examples. Writing was hard to follow.
Topic -The subject you are writing about	Writer explained and elaborated on the topics (growth mindset, neuroplasticity) using accurate information and a well-developed understanding of the related concepts.	Writer explained and elaborated on most parts of the topics (growth mindset, neuroplasticity) using knowledge they gained during our mini unit.	Writer explained and elaborated on several parts of the topics (growth mindset, neuroplasticity) using knowledge they gained during our mini unit.	Writer included few facts from our mini unit and did not explain concepts clearly.
Purpose -The reason you are writing	Writer was persuasive in tone and content. The reader who didn’t believe in growth mindset and was unaware of neuroplasticity is extremely likely to be convinced to embrace both concepts.	Writer was persuasive in tone and content. The reader who didn’t believe in growth mindset and was unaware of neuroplasticity is most likely to be convinced to embrace both concepts.	Writer was partially persuasive in tone and content. The reader who didn’t believe in growth mindset and was unaware of neuroplasticity has a better understanding of the concepts, but may not be convinced to embrace them.	Writer was not persuasive in tone and content. The reader who didn’t believe in growth mindset and was unaware of neuroplasticity will not be convinced to embrace the concepts because of incomplete or inaccurate information.
Convention -The rules of written English	Writing conventions for spelling, punctuation, capitalization, and grammar are properly followed, thus the reader is able to fully comprehend and take the writer’s editorial seriously.	Most writing conventions for spelling, punctuation, capitalization, and grammar are properly followed, thus the reader is able to comprehend the editorial, though errors compromise writer’s credibility	Writing conventions for spelling, punctuation, capitalization, and grammar are not consistently followed, making it harder for the reader to comprehend parts of the editorial.	Writing conventions for spelling, punctuation, capitalization, and grammar are not followed carefully, thus the reader is unable to fully comprehend the ideas as presented in the editorial.