**Persuasive Essay Rubric**

(based on the official literature of the College Board, 6 Traits of Writing Rubrics, and the Common Core)

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| CATEGORY | **Emerging** | **Developing** | **Extending** |
| **Ideas and Development**  *Complexity of Thought* | - Writing is supported with details and examples  -Demonstrates *some* Critical Thinking Skills  - Primary ideas are developed | - Writing is supported with details and examples  -Demonstrates Critical Thinking Skills  - Primary *and secondary* ideas are developed  - Goes beyond generalities to provide a precise, clear, and interesting point of view.  - Shows some understanding of complexity involved  - Writing is enlivened and spontaneous  *-* Identify how an author creates a theme and evaluate effectiveness/ validity of the argument   the text is making. (CC 9-10.9) | - Writing is supported with details, examples, *and appropriately assessed and cited research 9-10.8*  - Demonstrates *high level* Critical Thinking Skills  - Primary and secondary ideas are *well* developed  - Goes beyond generalities to provide a precise, clear, and interesting point of view.  - Shows *a clear* understanding of complexity involved  - Writing is enlivened, spontaneous, *with fresh perspective*  *- Written with insight (sense of world, people, situations)*  *-* Identify how an author creates a theme and evaluate effectiveness/ validity of the argument the text is making. (CC 9-10.9) |
| **Organization-** *Substantiality of Development* | - Clear sense of beginning, middle, and ending  - Claims are clear, logical, and *mostly* tied together (Each sentence & paragraph are connected)  - Examples, evidence, & reasoning explained  -Counterclaims are given | - Clear sense of beginning, middle, and ending  - Claims are clear, logical, and tied together (Each sentence & paragraph are logically connected)  - Each sentence & paragraph builds on the one before (linking words, phrases, clauses are used)  - Examples, evidence, & reasoning fully explained  - Strengths and limitations of claims and counterclaims are given | - Clear sense of beginning, middle, and ending  - Claims are clear, logical, and tied together *smoothly* (Each sentence & paragraph are connected)  - Examples, evidence, & reasoning fully explained  - Strengths and limitations of claims and counterclaims are given with a consideration of the audience’s knowledge level and concerns.    - Each sentence & paragraph builds on the one before: linking words, phrases, clauses are used purposefully to clearly show connections between reasons and evidence, and between claims and counterclaims CC 9-10.1) |
| **Language Use-** *Word Choice/Sentence Fluency* | - Words are specific, accurate, and suited to the subject  - Vocabulary is appropriate for the purpose and audience  - Sentences vary *some* in length and type country | - Words are specific, accurate, and suited to the subject  - Vocabulary is appropriate for the purpose and audience  - Figurative language is used when appropriate  - Sentences intentionally vary in length and type  - Diction is precise and efficient | - Words are specific, accurate, and suited to the subject  - Vocabulary is appropriate for the purpose and audience  - Figurative language is used when appropriate  - Sentences intentionally vary in length and type to invoke a particular reaction in the reader  - Rhetorical strategy chosen is purposefully employed  - Words are lively, powerful  - Diction is precise and efficient |
| **Voice & Grammar** | -Research, plan, revise, edit, rewrite and reflect for a specific purpose/audience over time (CC 9-10.10 & 9-10.5)  - tone is appropriate and consistently controlled (objective tone unless intentionally not objective)  - writer's enthusiasm is evident  - grammar is *somewhat* appropriate  - punctuation is *almost always* appropriate  - spelling is *almost always* correct  - usage is *usually* correct | - Research, plan, revise, edit, rewrite and reflect for a specific purpose/audience over time (CC 9-10.10 & 9-10.5)  - tone is appropriate and consistently controlled (objective tone unless intentionally not objective)  - writer's enthusiasm is evident  - grammar is appropriate  - punctuation is appropriate  - spelling is correct  - usage is correct | - Research, plan, revise, edit, rewrite and reflect for a specific purpose/audience over time (CC 9-10.10 & 9-10.5)  - tone is appropriate and consistently controlled (objective tone unless intentionally not objective)  - writer's enthusiasm is evident  - grammar is appropriate  - punctuation is appropriate  - spelling is correct  - usage is correct  *- paper is honest, sincere*  *- writing is natural and compelling* |