**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 typecountry | - 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* |