

51AAK English II Persuasive Writing Rubric

Name _____

Period _____

Date _____

	1 Very Limited	2 Basic	3 Satisfactory	4 Accomplished
Organization/Progression	<input type="checkbox"/> Organizational structure is not correct for prompt <input type="checkbox"/> Position is missing <input type="checkbox"/> Details are not focused on the issue <input type="checkbox"/> Too much repetition causes serious interference with flow of essay <input type="checkbox"/> Does not use transitions/uses transitions at wrong places <input type="checkbox"/> Unclear/Difficult to follow	<input type="checkbox"/> Has organizational structure but may not be focused on appropriate purpose <input type="checkbox"/> Position is weak or unclear <input type="checkbox"/> Uses details that may not focus on issue <input type="checkbox"/> Some repetition that interferes with flow of essay <input type="checkbox"/> Weak transitions <input type="checkbox"/> Not focused	<input type="checkbox"/> Uses an organizational structure that may focus on most of the task <input type="checkbox"/> Position is clear <input type="checkbox"/> Uses good details that are mostly focused on the issue <input type="checkbox"/> No repetition of ideas that interferes with flow of essay <input type="checkbox"/> Transitions are meaningful <input type="checkbox"/> Generally sustained focus	<input type="checkbox"/> Uses an organizational structure that clearly addresses the task <input type="checkbox"/> Position is clear <input type="checkbox"/> All details are focused on the position and issue <input type="checkbox"/> Progression of ideas is logical and well controlled making essay flow easily <input type="checkbox"/> Transitions clearly show the relationship among ideas <input type="checkbox"/> Focus creates essay that is unified and coherent
Development of Ideas	<input type="checkbox"/> Development of ideas is weak <input type="checkbox"/> Vague, inappropriate reasons and evidence used <input type="checkbox"/> Confused response <input type="checkbox"/> Demonstrates a lack of understanding of the persuasive task <input type="checkbox"/> Response weakly linked to prompt	<input type="checkbox"/> Development of ideas is minimal <input type="checkbox"/> Brief, partial reasons and evidence used superficially <input type="checkbox"/> Little or no thoughtfulness <input type="checkbox"/> Demonstrates a limited understanding of the persuasive task <input type="checkbox"/> Response may be formulaic	<input type="checkbox"/> Development of ideas is sufficient <input type="checkbox"/> Specific, appropriate reasons and evidence support position <input type="checkbox"/> Somewhat thoughtful <input type="checkbox"/> Demonstrates a good understanding of the persuasive task <input type="checkbox"/> Response is original rather than formulaic	<input type="checkbox"/> Development of ideas is effective <input type="checkbox"/> Specific, well-chosen reasons and evidence enhance position <input type="checkbox"/> Thoughtful/engaging <input type="checkbox"/> Demonstrates a thorough understanding of the persuasive task <input type="checkbox"/> Response recognizes complexities of issues, considers opposing views and connects ideas in interesting ways
Use of Language and Conventions	<input type="checkbox"/> Word choice is limited or vague <input type="checkbox"/> Little or no awareness of persuasive purpose <input type="checkbox"/> No established tone <input type="checkbox"/> Sentences are simplistic and limit the persuasive effectiveness <input type="checkbox"/> Serious and persistent errors in grammar and conventions that disrupts fluency and meaning	<input type="checkbox"/> Word choice is general or imprecise <input type="checkbox"/> Basic awareness of the persuasive purpose <input type="checkbox"/> Tone may not be established for the task <input type="checkbox"/> Sentences are awkward and weaken the effectiveness of the essay <input type="checkbox"/> Some distracting errors in grammar and conventions that create minor disruptions in fluency and meaning	<input type="checkbox"/> Word choice is mostly clear and specific <input type="checkbox"/> Reflects awareness of persuasive purpose <input type="checkbox"/> Tone is established for the task <input type="checkbox"/> Sentences are varied and adequately contribute to the effectiveness of essay <input type="checkbox"/> Adequate command of grammar and conventions that create few (if any) disruptions in fluency and meaning	<input type="checkbox"/> Word choice is purposeful and precise <input type="checkbox"/> Reflects a keen awareness of persuasive purpose <input type="checkbox"/> Maintains a tone appropriate for task <input type="checkbox"/> Sentences are varied and well controlled to enhance the effectiveness of essay <input type="checkbox"/> Consistent command of grammar and conventions that do not disrupt fluency or meaning but contribute to the effectiveness of the essay

