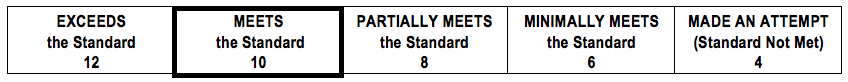
**Persuasive Writing Rubric** *Based on ELA Common Core State Standards* Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **EXCEEDS the Standard**  **12** | **MEETS the Standard**  **10** | **GENERALLY MEETS Standard**  **8** | **MINIMALLY MEETS Standard**  **6** | **ATTEMPTs (Standard Not Met)**  **4** |
| **Introduction** | The response…  \***skillfully** **intro.** topic  *\*has effective thesis* | The response…  \***introduces** a topic  *\*has clear thesis* | The response…  \***introduces** topic in a **generally clear** way  *\*has* ***pretty clear*** *thesis* | The response…  \***introduces** topic in a **partially clear** way  *\*has* ***attempt a****t a thesis* | The response…  \***introduces** topic **simplistically**  *\*has* ***attempt a****t a thesis* |
| **Organization &**  **Format** | The response…  \* **expertly** **organizes** complex ideas, concepts, & information to make important connections and distinctions  \*includes **formatting** to aid comprehension | The response…  \* **organizes** complex ideas, concepts, & information to make important connections and distinctions  \*includes **formatting** to aid comprehension | The response…  \* **mostly successful at** **organizing** complex ideas, concepts, & info to make important connections& distinctions  \*includes **some** **formatting** to aid comprehension | The response…  \***limitedly successful** at **organizing** complex ideas, concepts, & info to make important connections& distinctions  \***may** include **some** **formatting** to aid comprehension | The response…  \***fails to organize** ideas, concepts, & info to create an effective text  \***includes little or no** **formatting** to aid comprehension |
| **Content**  **Development**  *(separate scores for each main idea)* | The response **develops** the topic **esp, well** with…  \* relevant, sufficient & **noteworthy** facts  \*extended definitions  \*concrete details  \*quotations  \* other information & examples appropriate to the audience’s knowledge of the topic | The response **develops** the topic with…  \* well-chosen, relevant, & sufficient facts  \*extended definitions  \*concrete details  \*quotations  \* other information & examples appropriate to the audience’s knowledge of the topic | The response **generally** **develops** the topic with…  \* well-chosen, relevant, & sufficient facts  \*extended definitions  \*concrete details  \*quotations  \* other information & examples appropriate to the audience’s knowledge of the topic | The response **partially** **develops** the topic by…  \*selecting **some** facts  \*definitions  \*details  \*quotations  \*other info & examples **basically** appropriate to the audience’s knowledge of the topic in a **partially successful manner** | The response **minimally** **develops** the topic by…  \* **selecting few if any** significant & relevant facts  \*definitions  \*details  \*quotations  \* other info & examples appropriate to the audience’s knowledge of the topic |
| **Presentation & Refutation of Opposition**  *(separate scores for each statement)* | The response  \*presents **noteworthy,** **relevant** opposing view  \***effectively** discredits opposing view  \***skillfully** reiterates main point | The response  \*presents **relevant** opposing view  \***effectively** discredits opposing view  \*reiterates main point | The response  \*presents **generally relevant** opposing view  \***generally** discredits opposing view  \***generally** reiterates main point | The response  \*presents **basically relevant** opposing view  \***partially** discredits opposing view  \* **partially** reiterates main point | The response  \***attempts** to presentopposing view  \***attempts** to discredit opposing view  \***attempts** to reiterate main point |
| **Transitions** | The response uses **precise** appropriate & varied **transitions** to…  \*link the major sections  \*create cohesion  \***thoroughly** clarify relationships among complex ideas/ concepts | The response uses appropriate & varied **transitions** to…  \*link the major sections  \*create cohesion  \*clarify relationships among complex ideas & concepts | The response uses **generally** appropriate & varied **transitions** to…  \*link the major sections  \*create cohesion  \*clarify relationships among complex ideas & concepts | The response uses **somewhat** appropriate & varied **transitions** to…  \*link the major sections  \*create **some** cohesion  \***at times**, clarifies relationships among complex ideas & concepts | The response uses **few or inappropriate** **transitions** to…  \*link the major sections  \***there is little** cohesion  \***relationships between complex ideas & concepts is not clear** |
| **Language &**  **Word Choice** | The response uses **exceptionally** **precise language** & **4-5 specific vocab**. | The response uses **precise language** & 3 **specific vocab.** | The response uses **generally** **precise language** & **2 specific vocab**. | The response **sometimes uses** **precise language** & 1 **specific vocab**. | The response **uses little or no** **precise language** & **specific vocab**. |
| **Style & Tone** | The response **exceptionally** establishes & maintains a **formal style** & **objective tone** | The response establishes & maintains a **formal style** & **objective tone** | The response **generally** establishes & maintains a **formal style** & **objective tone** | The response **inconsistently** establishes & maintains a **formal style** & **objective tone** | The response **fails to** establishes & maintain a **formal style** & **objective tone** |
| **Conclusion** | The response…  \* provides a **well-crafted** **concluding statement or section** that follows from & supports the info or explanation presented  \*articulates the implications / significance of a topic | The response…  \* provides a **concluding statement or section** that follows from & supports the info or explanation presented  \*articulates the implications / significance of a topic | The response…  \* provides a **generally effective** **concluding statement or section** that follows from & supports the info or explanation presented  \*articulates the implications / significance of a topic | The response…  \* provides a **partially effective** **concluding statement or section** that **may erratically follow from & support** the info or explanation presented | The response…  \* provides a **minimally effective** **(or no) concluding statement or section** |
| **Conventions** | **Tight control** over language use & **mastery of writing conventions** contribute to the effect of the response. | The language is well controlled, and occasional lapses in conventions are hardly noticeable. | **Lapses** in writing conventions and usage are **not distracting**. | **Incomplete mastery** of writing conventions and usage **interferes with meaning some of the time**. | **Lack of control** over writing conventions **may make the writing difficult to understand**. |

**Total Points \_\_\_\_\_\_\_**