

School District U-46 Persuasive Rubric

Component	6	5	4	3	2	1
Analysis	<input type="checkbox"/> Obvious analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Expresses an understanding of the complexities and implications of taking a clear position and responds or acknowledges counterarguments.	<input type="checkbox"/> Partial analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Mostly expresses an understanding of the complexities and implications of taking a clear position and responds or acknowledges counterarguments but lacks clarity.	<input type="checkbox"/> Adequate analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Expresses a simple understanding of the complexities and implications of taking a clear position and somewhat responds or acknowledges counterarguments.	<input type="checkbox"/> Some analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Vaguely expresses an understanding of the complexities and implications of taking a clear position and unclearly responds or acknowledges counterarguments.	<input type="checkbox"/> Weak analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Weakly expresses an understanding of the complexities and implications of taking a clear position and possibly responds or acknowledges counterarguments.	<input type="checkbox"/> No obvious analysis of the issue and relationship to possible arguments. <input type="checkbox"/> Does not express an understanding of the complexities and implications of taking a clear position and does not respond or acknowledge counterarguments.
Position and Elaboration	<input type="checkbox"/> Takes a clear position and supports it consistently with well-chosen reasons and/or examples/illustrations <input type="checkbox"/> May use persuasive strategy to convey an argument.	<input type="checkbox"/> Takes a clear position and reasonably supports it with relevant reasons and/or examples/illustrations through much of the essay.	<input type="checkbox"/> Takes a clear position and supports it with some relevant reasons and/or examples/illustrations. <input type="checkbox"/> There is some development of the essay.	<input type="checkbox"/> Takes a position and provides uneven support. <input type="checkbox"/> May lack development in parts or be repetitive OR essay is no more than a well-written beginning.	<input type="checkbox"/> Takes position, but essay is underdeveloped.	<input type="checkbox"/> Attempts to take a position (addresses topic), but is very unclear OR takes a position but provides minimal or no support. <input type="checkbox"/> May only paraphrase the prompt.
Organization	<input type="checkbox"/> Is focused and well organized, with effective use of transitions and/or formatting.	<input type="checkbox"/> Is well organized, but may lack some transitions and/or formatting.	<input type="checkbox"/> Is generally organized, but has few or no transitions and/or formatting among sections.	<input type="checkbox"/> Is organized in parts of the essay; other parts are disjointed and/or lack transitions and/or formatting.	<input type="checkbox"/> Is disorganized or unfocused in much of the essay OR is clear, but too brief.	<input type="checkbox"/> Exhibits little or no apparent organization.
Sentence Fluency and Word Choice	<input type="checkbox"/> Consistently exhibits variety in sentence structure and word choice appropriate to the audience/position.	<input type="checkbox"/> Exhibits some variety in sentence structure and uses good word choice appropriate to audience/position <input type="checkbox"/> Occasionally, words may be used inaccurately.	<input type="checkbox"/> Most sentences are well constructed but have similar structure. <input type="checkbox"/> Word choice lacks variety or flair and may not be appropriate to audience or position.	<input type="checkbox"/> Sentence structure may be simple and unvaried. <input type="checkbox"/> Word choice is mostly accurate but occasionally inappropriate to audience/purpose.	<input type="checkbox"/> Sentences lack formal structure; word choice may be often inaccurate.	<input type="checkbox"/> Sentences run-on and appear incomplete or rambling; word choice may be inaccurate in much of the entire essay.
Conventions	<input type="checkbox"/> Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation do not interfere with understanding.	<input type="checkbox"/> More frequent errors in grammar, spelling, and punctuation, but they do not interfere with understanding.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation sometimes interfere with understanding.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay.
Style	<input type="checkbox"/> The writer consistently uses purposeful language to affect the audience by selected vocabulary and information to focus on the writer's attitude and presence.	<input type="checkbox"/> The writer generally uses purposeful language to affect the audience by selected vocabulary and information to focus on the writer's attitude and presence.	<input type="checkbox"/> The writer inconsistently uses language to affect the reader by selected vocabulary and information and does not focus on the writer's attitude or presence.	<input type="checkbox"/> The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	<input type="checkbox"/> The writer weakly uses language for affect but no purposefully selected information or vocabulary is present. <input type="checkbox"/> There is no sense of authorship.	<input type="checkbox"/> The writer has not tried to transform the information in a personal way. <input type="checkbox"/> The ideas and the way they are expressed seem to belong to someone else.