# Persuasive Writing Rubric

<table>
<thead>
<tr>
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<th>1</th>
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<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>Needs Work</td>
<td>Developing</td>
<td>Approaching</td>
<td>Adequate</td>
<td>Competent</td>
<td>TARGET</td>
</tr>
<tr>
<td><strong>NAME:</strong></td>
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<tr>
<td><strong>TEACHER:</strong></td>
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</table>

## Thesis & Focus
- Shows a weak understanding of the prompt
- Takes a vague position
- A general focus is maintained
- Shows a clear understanding of the prompt
- Takes a position & may give reasons
- A specific focus is maintained
- Shows an understanding of the prompt
- Takes a position & gives reasons
- A specific focus is maintained through most of the essay
- Shows an understanding of the prompt
- Takes a position
- A specific focus is maintained
- Shows an understanding of the prompt
- Takes a position
- A specific focus is maintained
- Shows a clear understanding of the prompt
- Takes a position & gives reasons
- A clear, specific focus is maintained
- Shows a clear understanding of the prompt
- Takes a position & gives reasons
- A clear, specific focus is maintained

## Reasoning & Development of Ideas
- Limited or repetitious development
- Little if any elaboration or movement between reasoning and evidence
- Brief or unclear acknowledgement of counterarguments
- Partially responds to counterarguments
- Adequate development
- Adequate elaboration with some movement between reasoning and evidence (general to specific)
- Some response to counterargument
- Ample, specific, and logical development
- Most ideas are elaborated with clear movement between reasoning and evidence (general to specific)
- Fully responds to counterarguments
- Specific and logical development
- Most ideas are fully elaborated with clear movement between reasoning and evidence (general to specific)
- Fully developed

## Evidence & Explanation
- No evidence or explanation
- If examples are present, they are general or irrelevant; may not include data or prior knowledge of subject
- Followed by little or no explanation
- Specific examples are limited or repetitious; includes data and/or prior knowledge of subject
- Followed by some explanation
- Adequate examples and details, including data and prior knowledge of subject
- Followed by explanation
- Many specific and logical examples and details, including valid data and prior knowledge of subject
- Followed by effective explanation
- Fully developed with specific and logical examples and details, including valid data and prior knowledge of subject
- Followed by effective explanation
- No evidence or explanation

<table>
<thead>
<tr>
<th>Essay Format &amp; Organization</th>
<th>Command of Language</th>
<th>Mechanics &amp; Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, logically ordered/sequenced organization</td>
<td>Good command of language</td>
<td>Few if any errors to distract readers</td>
</tr>
<tr>
<td>Transitions occur smoothly and are integrated into the essay</td>
<td>Varied sentence structure</td>
<td>Few but rarely distracting errors</td>
</tr>
<tr>
<td>Introduction and conclusion are present, clear, and well-developed</td>
<td>Varied and precise word choice</td>
<td>Some distracting errors but do not hurt understanding</td>
</tr>
<tr>
<td>Competent command of language</td>
<td>Sentence structure is usually simple</td>
<td>Errors may be distracting and occasionally hurt understanding</td>
</tr>
<tr>
<td>Adequate command of language</td>
<td>Little variety in sentence structure</td>
<td>Errors are frequently distracting and sometimes hurt understanding</td>
</tr>
<tr>
<td>Approaching command of language</td>
<td>Appropriate word choice</td>
<td>Errors are frequently distracting and significantly hurt understanding</td>
</tr>
<tr>
<td>Developing command of language</td>
<td>Basic control of language</td>
<td>Sentence structure is usually simple</td>
</tr>
<tr>
<td>Needs Work command of language</td>
<td>Some command of language</td>
<td>Few if any errors to distract readers</td>
</tr>
<tr>
<td>Little or no organization or logical grouping of ideas</td>
<td>Somewhat varied sentence structure</td>
<td>Some distracting errors but do not hurt understanding</td>
</tr>
<tr>
<td>Transitions are rare or absent</td>
<td>Somewhat varied and precise word choice</td>
<td>Errors may be distracting and occasionally hurt understanding</td>
</tr>
<tr>
<td>Introduction and conclusion may be missing or minimal</td>
<td>Somewhat varied sentence structure</td>
<td>Errors are frequently distracting and significantly hurt understanding</td>
</tr>
</tbody>
</table>

Teacher Feedback: