



English II Persuasive Writing Rubric

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Organization/Progression	<p>The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task.</p> <p>The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.</p> <p>The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.</p>	<p>The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task.</p> <p>The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.</p> <p>The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.</p>	<p>The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task.</p> <p>Most ideas are generally related to the issue specified in the prompt, but the writer's position is weak or somewhat unclear. The lack of a clear, effective position or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.</p> <p>The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.</p>	<p>The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.</p> <p>Most ideas are generally related to the issue specified in the prompt, but the writer's position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.</p> <p>The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.</p>
Development of Ideas	<p>The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen.</p> <p>The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.</p>	<p>The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate.</p> <p>The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.</p>	<p>The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented.</p> <p>The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.</p>	<p>The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient.</p> <p>The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.</p>
Use of Language/Conventions	<p>The writer's word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.</p> <p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.</p> <p>The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.</p>	<p>The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.</p> <p>Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.</p> <p>The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.</p>	<p>The writer's word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.</p> <p>Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.</p> <p>The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.</p>	<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay.</p> <p>Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.</p> <p>The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>

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