**Persuasive Essay Rubric**

Student Name:

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| CATEGORY  | 4 - Above Standards  | 3 - Meets Standards  | 2 - Approaching Standards  | 1 - Below Standards  | Score  |
| Attention Grabber  | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience.  | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.  | The author has an interesting introductory paragraph but the connection to the topic is not clear.  | The introductory paragraph is not interesting AND is not relevant to the topic.  |    |
| Position Statement  | The position statement provides a clear, strong statement of the author's position on the topic.  | The position statement provides a clear statement of the author's position on the topic.  | A position statement is present, but does not make the author's position clear.  | There is no position statement.  |    |
| Focus or Thesis Statement  | The thesis statement names the topic of the essay and outlines the main points to be discussed.  | The thesis statement names the topic of the essay.  | The thesis statement outlines some or all of the main points to be discussed but does not name the topic.  | The thesis statement does not name the topic AND does not preview what will be discussed.  |    |
| Support for Position  | Includes 3 or more excellent pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.  | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.  | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.  | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).  |    |
| Evidence and Examples  | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.  | Evidence and examples are NOT relevant AND/OR are not explained.  |    |
| Counter-arguments  | The writer anticipates all arguments that the opposition could make and addresses them.  | Writer anticipates all arguments that the opposition could make and addresses some of them.  | Writer anticipates some of the opposition's arguments.  | Writer does not anticipate the opposition's arguments.  |    |
| Accuracy  | All supportive facts and statistics are reported accurately.  | Almost all supportive facts and statistics are reported accurately.  | Most supportive facts and statistics are reported accurately.  | Most supportive facts and statistics were inaccurately reported.  |    |
| Audience  | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.  | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.  | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.  | It is not clear who the author is writing for.  |    |
| Sequencing  | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.  | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.  | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.  | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.  |    |
| Sources  | All sources used for quotes, statistics and facts are credible and cited correctly.  | All sources used for quotes, statistics and facts are credible and most are cited correctly.  | Most sources used for quotes, statistics and facts are credible and cited correctly.  | Many sources are suspect (not credible) AND/OR are not cited correctly.  |    |
| Closing paragraph  | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.  | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.  | The author's position is restated within the closing paragraph, but not near the beginning.  | There is no conclusion - the paper just ends.  |    |
| Sentence Structure  | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed and there is some varied sentence structure in the essay.  | Most sentences are well constructed, but there is no variation is structure.  | Most sentences are not well-constructed or varied.  |    |
| Grammar & Spelling  | Author makes no errors in grammar or spelling that distract the reader from the content.  | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.  |    |
| Capitalization & Punctuation  | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.  | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.  | Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.  | Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.  |    |
| Overall Strength | The argument is clear, convincing, professional, and contains no fallacies. | The argument is somewhat clear, convincing, professional with no fallacies. | The argument is slightly unclear, unconvincing, unprofessional or contains fallacies. | The argument is unclear, unprofessional, unconvincing and contains fallacies. |  |

Score: \_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_