**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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_