

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_ Course: \_\_\_\_\_ SLEs: \_\_\_\_\_ Validated?:  Yes  No  
 (Circle) each SLE for which this assignment is portfolio-worthy)

# PERSUASIVE ESSAY (W/RESEARCH) RUBRIC

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PERSUASIVE RESEARCH ESSAY RUBRIC

	<i>Content</i>	<i>Organization &amp; Development</i>	<i>Style</i>	<i>Research</i>	<i>Mechanics</i>	<i>Overall Effectiveness</i>
4 ✓+ Exceeds the standard	Thesis is clear and demonstrates a high level of understanding. Shows ample evidence of strong critical thinking. Skillfully uses specific details in support of the thesis. Effectively anticipates and addresses possible objections. Provides or suggests a course of action for the audience.	Is coherently and/or creatively organized from beginning to end. Themes or topics are clearly defined and connected, with inventive, logical transitions. Supporting details are smoothly and clearly integrated into text. Strong, imaginative lead and conclusion.	Varied and sophisticated sentence structure. Very few or no grammar errors. Correct word forms. Distinctive tone appropriate to purpose. Fluent, precise, vivid, and/or creative word choice. Effective, appropriate use of descriptive or figurative language.	Exceeds assigned number of sources. Sophisticated variety of sources (including print, electronic, and other). All citations in text correctly follow assigned format (MLA, etc.). Works Cited page is complete and accurate, and correctly follows assigned format (MLA, etc.).	Very few or no errors in spelling, punctuation, or format (≤1 per ¶). Polished appearance.	Meets or exceeds all expectations and requirements.
3 ✓ Meets the standard	Thesis is clear and demonstrates a sound level of understanding. Shows consistent evidence of critical thinking. Uses enough relevant, specific supporting details to support the thesis. Anticipates or addresses possible objections. Provides or suggests a course of action for the audience.	Is generally coherent and clear in organization. Themes or topics are well defined and connected, with clear, logical transitions. Supporting details are clearly integrated into text. Effective, appropriate lead and conclusion.	Mostly varied, clear sentence structure. Very few grammar errors. Correct word forms. Clear, careful word choice. Tone is mature and appropriate to purpose. Some descriptive or figurative language.	Includes assigned number of different sources. Variety of appropriate sources used (including print, electronic, and other). Correct format used for nearly all (>90%) citations in text. Mostly complete, accurate, and correctly formatted Works Cited page.	Few errors in spelling, punctuation, or format (1-2 per ¶). Neat.	Meets all or nearly all expectations and requirements.
2 ✓- Approaches the standard	Thesis is clear and demonstrates some understanding, but lacks depth. Shows inconsistent evidence of critical thinking. Logic is faulty, vague, or simplistic at times. Uses some relevant, specific details to support the thesis, but at times imprecise, inaccurate, irrelevant, or inadequately explained. May include minor errors of fact. Addresses few possible objections. Suggests or implies a course of action for the audience.	Gives evidence of structure, but structure is not always consistent or logical. Transitions are abrupt or random. Awkward, choppy, or inconsistent integration of support. Adequate but unimaginative lead and conclusion.	Varied but sometimes repetitive, awkward, or faulty sentence structure. Mostly simple but complete sentences. Several minor errors in grammar or word forms. Uncertain, vague, or inconsistent in tone. Generally adequate word choice, but at times imprecise, awkward, wordy, repetitive, elementary, or inappropriate. Little descriptive or figurative language.	Includes 75-90% of assigned number of sources. 10-25% of sources are inappropriate, unreliable, or undocumented. Correct format used for most (75-90%) citations in text. Generally complete, accurate, correctly formatted Works Cited page.	Minor but intrusive errors of spelling, punctuation, or format (2-4 per ¶). Fairly neat.	Adequately meets some but not all expectations and requirements.
1 - Below the standard	Thesis is vague, simplistic, unclear, or irrelevant. Shows little evidence of critical thinking. Uses insufficient specific details to support the thesis. Includes several significant errors of fact. Does not address possible objections. Does not suggest or imply a course of action for the audience.	Lacks clear evidence of planned structure. Incomplete, illogical, rambling, or unclear order. Transitions are abrupt, illogical, or nonexistent. Weakly integrated support. Ineffective or irrelevant lead or conclusion.	Little sentence variety. Often awkward sentence structure. Several or many significant errors in grammar or word forms. Uncertain or inappropriate in tone. Meaning unclear at times. Word choice is repetitive, elementary, or inappropriate. Little or no descriptive or figurative language.	Insufficient variety of research sources used. >25% of sources are inappropriate, unreliable, or undocumented. Incorrect format used for many or most (>25%) citations in text. Incomplete, inaccurate, or incorrectly formatted Words Cited page.	Several intrusive errors of spelling, punctuation, or format (5+ per ¶). Sloppy.	Fails to meet many or most expectations and requirements.
0	Off topic. Insufficient material on which to judge. Little or no apparent effort.					