

Student: _____ Teacher: _____

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

PERSUASIVE ESSAY RUBRIC

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		<i>Content</i>	<i>Organization & Development</i>	<i>Syntax, Grammar</i>	<i>Voice</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.	Insightfully develops main idea. Logical, comprehensive, and imaginative order. Smoothly integrates support. Uses clear, creative transitions to signal stages of the argument. Strong, engaging lead and forceful conclusion.	Varied, mature, and clear sentence structure. Correct word forms. No or very few grammar errors.	Demonstrates clear understanding of the audience and its motivations. Author's individuality is evident and enriches the overall effectiveness. Distinctive tone is appropriate to purpose and engages the audience. Fluent, precise, vivid, and/or creative word choice. Effective, appropriate use of descriptive or figurative language.	Very few or no errors in spelling, punctuation, or format (≤1 per ¶). Polished appearance.	Meets or exceeds all expectations and requirements creatively.
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.	Effectively develops main idea. Logical, straightforward order. Clearly integrates support. Uses clear, logical transitions. Effective, relevant lead and conclusion.	Generally varied, clear sentence structure. Mostly correct word forms. Very few grammar errors (≤1 per ¶).	Show awareness of the audience and its motivations. Author's individuality is evident and contributes to the overall effectiveness. Tone is mature and appropriate to purpose. Mostly clear, careful word choice. Some descriptive or figurative language.	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.	Consistently focuses on main idea. At times illogical, vague, repetitive, or incomplete order. Awkward, choppy, or inconsistent integration of support. Clear but sometimes abrupt transitions. Adequate lead and conclusion.	Somewhat varied but at times repetitive, awkward, or faulty sentence structure. Mostly simple but complete sentences. Several errors in grammar or word forms (1-2 per ¶)	Shows little awareness of the audience and its motivations. Tone is vague, uncertain, or inconsistent. Meaning is not hidden. Word choice is generally clear, but at times imprecise, awkward, wordy, repetitive, elementary, or inappropriate. Little descriptive or figurative language.	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.	Inconsistent focus on main idea. Incomplete, illogical, rambling, or unclear order. Weakly integrated support. Insufficient or unclear transitions. Ineffective or irrelevant lead or conclusion.	Little sentence variety. Often awkward sentence structure. Several or many significant errors in grammar or word forms.	Shows little or no awareness of the audience and its motivations. Tone is uncertain or inappropriate. Meaning is unclear at times. Word choice is repetitive, elementary, or inappropriate. Little or no descriptive or figurative language.	Several intrusive errors of spelling, punctuation, or format (5+ per ¶). Sloppy.	Fails to meet many or most expectations and requirements.
0		Off topic. Inadequate material on which to judge. Little or no apparent effort.					

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