

**Sunapee Middle High School - Writing Rubrics-Persuasive**

<i>PERSUASIVE</i>	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Novice 1</b>
<b>Purpose/Focus</b>	<ul style="list-style-type: none"> <li>States a compelling thesis that skillfully appeals to the audience. Goes beyond the obvious.</li> </ul>	<ul style="list-style-type: none"> <li>States an effective thesis (position) that makes a clear and knowledgeable judgment</li> </ul>	<ul style="list-style-type: none"> <li>Thesis is too narrow, too broad or not immediately clear to reader</li> </ul>	<ul style="list-style-type: none"> <li>No clear thesis</li> </ul>
<b>Details/Elaboration</b>	<ul style="list-style-type: none"> <li>Presents powerful arguments to support thesis</li> <li>Well documented evidence provides a consistent and convincing perspective on issue</li> <li>Effectively addresses opposing viewpoints and provides counter-arguments, building a convincing and well-focused argument</li> </ul>	<ul style="list-style-type: none"> <li>Effectively supports thesis with relevant argument(s) and evidence.</li> <li>Adequately uses persuasive techniques to suit audience and purpose.</li> <li>Explains /elaborates</li> <li>Addresses an opposing viewpoint and provides a reasonable counterargument</li> </ul>	<ul style="list-style-type: none"> <li>Supporting argument(s) or evidence insufficient, irrelevant or unclear</li> <li>Lacks explanation/elaboration</li> <li>Addresses opposing viewpoint but does not provide a reasonable counterargument</li> </ul>	<ul style="list-style-type: none"> <li>Little or no supporting reasons or credible evidence to support thesis</li> <li>Doesn't address opposing viewpoint nor provide counterargument</li> </ul>
<b>Organization/Coherence</b>	<p>Skillful Structure:</p> <ul style="list-style-type: none"> <li>Strong, engaging introduction</li> <li>Effective sequencing of ideas enhances argument and links to thesis</li> <li>Powerful conclusion skillfully reinforces thesis and gives closure</li> </ul>	<p>Appropriate structure:</p> <ul style="list-style-type: none"> <li>Engaging introduction</li> <li>Adequate sequencing of ideas based on purpose and linked to thesis</li> <li>Conclusion reinforces thesis and gives closure</li> </ul>	<p>Weak structure:</p> <ul style="list-style-type: none"> <li>Introduction, body and/or conclusion may need some revision</li> <li>Lacks consistency of ideas</li> <li>Evidence may be isolated facts with weak sequencing</li> </ul>	<p>Little to no structure:</p> <ul style="list-style-type: none"> <li>Introduction, body and/or conclusion may not exist or may need major revision</li> </ul>
<b>Voice/Tone/Style</b>	<ul style="list-style-type: none"> <li>Writer's voice is authentic, confident, convincing, and imbedded within the textual information</li> <li>Clear sense of audience and purpose consistent point of view</li> </ul>	<ul style="list-style-type: none"> <li>Writer's voice is confident and authentic</li> <li>Writer's reaction and feelings about the issue are evident</li> <li>Clear sense of purpose and audience</li> <li>Consistent point of view</li> </ul>	<ul style="list-style-type: none"> <li>Sense of purpose and/or audience not clear</li> <li>Straight facts with writer's voice detached from topic</li> </ul>	<ul style="list-style-type: none"> <li>Unclear or no sense of voice, purpose and audience</li> </ul>
<b>Word and Language Choice</b>	<ul style="list-style-type: none"> <li>Words/phrases powerfully convey the intended message</li> <li>Skillfully balances precise wording to show while telling</li> </ul>	<ul style="list-style-type: none"> <li>Effective words/phrases get message across</li> <li>Uses precise words to show while telling</li> </ul>	<ul style="list-style-type: none"> <li>More precise words/phrases are needed to create a clear message</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary; words may be used inappropriately</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Purposeful and innovative sentence structure enhances intended effect</li> <li>Skillful use of transitions within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful use of sentence structure enhances intended effect</li> <li>Transitions connect ideas within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of intentional sentence structure</li> <li>Limited use of appropriate transitions</li> </ul>	<ul style="list-style-type: none"> <li>Little or no sense of sentence structure</li> <li>Lacks transitions</li> </ul>
<b>Grammar/Mechanics/Usage</b>	<ul style="list-style-type: none"> <li>Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses grade level appropriate conventions; errors are minor and do not obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of grade level appropriate conventions</li> </ul>
<b>Source citation</b>	<ul style="list-style-type: none"> <li>All internal citations correspond correctly to works cited and the entire works cited page is properly written and accurately presented in MLA format</li> </ul>	<ul style="list-style-type: none"> <li>All internal citations correspond correctly to works cited and the works cited page is properly written and accurately presented in MLA format with minimal exception</li> </ul>	<ul style="list-style-type: none"> <li>While internal citations correspond to works cited, in some cases information is inaccurate or incomplete; the works cited page contains some errors in formatting</li> </ul>	<ul style="list-style-type: none"> <li><b>CITATION ERRORS ARE TOO SIGNIFICANT TO BE FURTHER SCORED. PLAGIARISM IS A CLEAR POSSIBILITY.</b></li> </ul>