

NAME _____

DATE _____

PERSUASIVE WRITING RUBRIC

FEATURES	INADEQUATE	UNDER DEVELOPED	PARTIALLY DEVELOPED	DEVELOPED	EXCEPTIONALLY DEVELOPED
FOCUS	<ul style="list-style-type: none"> no thesis statement no subject/topic present 	<ul style="list-style-type: none"> weak thesis statement with little or ambiguous support subject/topic is unclear 	<ul style="list-style-type: none"> thesis statement has basic support subject/topic is present, but may be weak in spots 	<ul style="list-style-type: none"> frequently sticks to thesis statement support is developed, but uneven (one point may be more developed than the others) subject/topic is clear 	<ul style="list-style-type: none"> sticks to thesis statement support is developed, even, and ample uses specific details; subject/topic is clear
	3	8	12	17	20
SUPPORT	<ul style="list-style-type: none"> no examples present 	<ul style="list-style-type: none"> examples are present, but are too general to qualify as support support is questionable, so topic is weakened 	<ul style="list-style-type: none"> uses at least one specific example example(s) lack depth support may be questionable due to major digressions 	<ul style="list-style-type: none"> identifies/expands at least two main points adequately addresses question or topic, but minor digression(s) uses two or more examples 	<ul style="list-style-type: none"> identifies/expands two or more main points clearly addresses question or topic uses two or more examples which clearly support topic
	3	8	12	17	20
ORGANIZATION	<ul style="list-style-type: none"> fails to meet structural requirements lacks any persuasive techniques 	<ul style="list-style-type: none"> points lack appropriate order and coherence severe paragraphing problems present attempts persuasive techniques 	<ul style="list-style-type: none"> points lack order or coherence some appropriate paragraphing present weak persuasive techniques present 	<ul style="list-style-type: none"> the structure of the paper is evident and most points are appropriately paragraphed a majority of points are logically presented and coherent adequate persuasive techniques present 	<ul style="list-style-type: none"> the structure of the paper is evident, and all points are appropriately paragraphed most points are logically presented and coherent strong persuasive techniques present
	3	8	12	17	20
STYLE/ INTEGRATION	<ul style="list-style-type: none"> unoriginal, choppy writing 	<ul style="list-style-type: none"> unoriginal or repetitive transitions intro is same as conclusion poor word choice/word flow does not use variety in sentence structure 	<ul style="list-style-type: none"> attempts variety in transitions, sentence structure, and word choice awkward word flow 	<ul style="list-style-type: none"> variety of transitions link ideas/paragraphs frequently varies sentence structure frequent good word choice/takes risks natural word flow 	<ul style="list-style-type: none"> variety in transitions linking ideas/paragraphs regularly uses variety in sentence structure superior word choice* superior word flow (WOW!)
	3	8	12	17	20
CONVENTIONS (see reverse side for guidelines)	<ul style="list-style-type: none"> the amount of writing is insufficient to show that criteria were met 	<ul style="list-style-type: none"> four or more major errors numerous minor errors 	<ul style="list-style-type: none"> no more than three major errors numerous minor errors 	<ul style="list-style-type: none"> no more than two major errors few minor errors 	<ul style="list-style-type: none"> no more than one major error few and/or no minor errors
	3	8	12	17	20

*strong verbs, precise language, specific/concrete nouns

Major and Minor Conventional Errors

Please note: Even though a student may repeat the same error, the error counts as one major or minor error. For example, if a student's paper has six run-ons and one fragment, since those errors are in the same major grammatical category, the student's paper only contains one major error.

Major

Subject/verb agreement

Incorrect: The number of applicants are growing.
Correct: The number of applicants is growing.

Run-on/fragments

Incorrect: Using correct grammar is important. Because you want to make a good impression in the workplace speaking and writing well will help you to do just that.
Correct: Using correct grammar is important because you want to make a good impression in the workplace. Speaking and writing well will help you do just that.

Omitted words that interfere/incorrect usage

Incorrect: It is important not to words when writing a paper, or your meaning will be effected.
Correct: It is important not to omit words when writing a paper, or your meaning will be affected.

Incorrect pronoun reference

Incorrect: Everyone must hand in their work on time.
Correct: Everyone must hand in his/her work on time.

Confusing tense shifts

Incorrect: The last time I wrote a paper, I write it at the last minute.
Correct: The last time I wrote a paper, I wrote it at the last minute.

Misspelled common words

Incorrect: Students do not recieve grades; they earn them.
Correct: Students do not receive grades; they earn them.

Punctuation/capitalization

initial caps, proper nouns, ending punctuation, apostrophes

Minor

Incorrectly connecting clauses

Incorrect: Today is Monday, but tomorrow is Tuesday.
Correct: Today is Monday, and tomorrow is Tuesday.

Omitted words that do not interfere/incorrect homonym usage

Incorrect: They're to many students in the halls.
Correct: There are many students in the halls.

Spelling (unusual, less frequently used words)

Punctuation/capitalization

periods for abbreviations, commas in a series, commas in opening phrases or clauses