**Persuasive Writing Rubric – Based on Grade 8 Standards**

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|  | **5**  **Strong** | **4**  **Proficient** | **3**  **Acceptable** | **2**  **Developing** | **1**  **Beginning** |
| **Ideas and Content** | Takes a clear position and supports it consistently with thoughtful and original reasons/ research and background information and/or examples. | Takes a clear position and supports it with relevant reasons/ research and background information and/or examples through much of the essay. | Takes a clear position and supports it with some relevant reasons and/or examples; some reasons require more detail to support. | Position is unclear; supporting details are too general or off-topic. | Position is unclear; supporting details are minimal or non-existent. |
| **Organization** | Organized in a logical manner; paragraphing is varied for creative effect and makes use of effective transitions. Creative and engaging introduction and conclusion. | Logical order and structure. Proper use of paragraphing and transitions. Inviting introduction and satisfying closure. | Is generally organized with appropriate paragraphing and adequate use of transitions between sections. Basic introduction and conclusion. | Is organized in parts of the essay; other parts are disjointed and/or lack transitions. Ineffective use of paragraph breaks. Introduction and conclusion are unclear. | Is disorganized or unfocused throughout much of the essay. Introduction and/or conclusion lack development. |
| **Voice** | Skillfully connects with the audience. Demonstrates strong conviction and commitment to the topic. Develops ideas in a unique or unusual way, revealing the writer’s perspective (persuasive strategies). | Tailors their message to the audience. Shows care and commitment to the topic. Writer behind the words comes through. Use of some persuasive strategies to create voice. | Appropriate to audience and purpose. Persuasive tone is used throughout the essay. | Tone is not appropriate to the audience and/or purpose. A lack of persuasive devices leads the writing to sound mechanical. | Little or no hint of the writer behind the words. Persuasive devices are not used. |
| **Word Choice** | Effectively includes vivid vocabulary/precise technical words, which energize the writing. | Includes interesting words and/or technical/subject-specific language to enhance meaning. | Language is functional and appropriate. Some interesting words are used to enhance meaning. | Word choice may be accurate, but there is no attempt at deliberate choice of words that enhance meaning. | Word choice has not been considered and may often be inaccurate. |
| **Sentence Fluency** | High degree of craftmanship with a striking variety of complex sentence structures and types. | Includes different kinds of sentences, with a variety of sentence lengths and beginnings to create fluidity. | Generally in control. Some variety in length and structure. | Some awkward constructions with many similar patterns and beginnings. Some run-on/fragment sentences. | Sentence structure impedes readability. Frequent run-on/fragment sentences take away from fluidity of piece. |
| **Conventions** | Uses conventions skillfully to enhance meaning and voice (conventional artistry). Strong control of standard conventions of writing, including internal punctuation, correctly spelling most words, and proper use of grammatical structures. | Strong control of standard conventions of writing, including internal punctuation, correctly spelling most words, and proper use of grammatical structures; errors are few and minor. Takes some risks with conventional artistry. | Control of most writing conventions; errors are few and minor. | Errors in grammar, spelling, and punctuation sometimes interfere with understanding. | Frequent significant errors, which impede readability. |

**/36**