

School-wide Writing Rubric (Persuasive)

| CRITERIA | Exceeds the standard | Meets the standard | Almost meets the standard | Does not meet the standard |
|------------------------------|--|---|--|---|
| Ideas and Development | <p>The paper is clear and focused. It develops an arguable thesis statement that is substantiated with compelling evidence.</p> <ul style="list-style-type: none"> ▪ The thesis statement is clearly defined and makes a complex claim that responds to the assignment. ▪ The paper builds a cohesive and complex argument. ▪ The writer draws information from a variety of challenging sources to expand and support the ideas. ▪ The writer continuously anticipates and responds to reader’s informational needs, and may raise new, important questions. | <p>The paper is clear. It develops a thesis statement that is arguable, and supported with credible evidence.</p> <ul style="list-style-type: none"> ▪ The thesis is clear, makes an arguable claim, and responds to the assignment. (W-10-7.2) ▪ The paper builds a cohesive argument. (W-10-6.5, 8.2, 8.5) ▪ Support is grounded in solid, relevant research. Supporting details are accurate, relevant, and helpful. (W-10-6.2, 8.3) ▪ The writer responds to reader’s informational needs. (W-10-7.3, 8.4) | <p>The paper is partially clear. It develops a thesis statement that is only somewhat arguable and/or is supported with insufficient evidence.</p> <ul style="list-style-type: none"> ▪ The thesis makes a claim that may be somewhat factual and/or may not respond to the assignment. ▪ The paper attempts to build an argument. ▪ Some support seems grounded in solid research. Some seems based more on common knowledge or on thin or underused sources. ▪ The writer sometimes responds to reader’s informational needs. Yet, some important questions are left hanging. | <p>The paper does not yet have a thesis statement that is understandable and/or arguable. One or more of these problems may be evident:</p> <ul style="list-style-type: none"> ▪ The thesis is a fact and/or the paper has no relevance to the thesis. ▪ The paper wanders or dissolves into a list of disjointed ideas with no clear main point. ▪ Support is missing, vague, or questionable. ▪ The reader is left with numerous unanswered questions. |
| Organization | <p>The paper has a strong internal structure that serves to prove the thesis statement and leads the reader to the relevant points or important conclusions.</p> <ul style="list-style-type: none"> ▪ The introduction creatively raises the subject, engages the reader and leads smoothly to the thesis. | <p>The paper’s structure serves to prove the thesis statement and leads the reader to logical conclusions.</p> <ul style="list-style-type: none"> ▪ The introduction raises the subject clearly, engages the reader, and smoothly leads to the thesis. (W-10-6.1, 6.2) | <p>The paper has structure but it may sometimes cause confusion and/or force the reader to “construct” the argument to prove its thesis statement.</p> <ul style="list-style-type: none"> ▪ The introduction raises the subject but may fail to engage the reader and/or smoothly lead to the thesis. | <p>The paper’s lack of structure leaves the reader confused. One or more of the following problems may be evident:</p> <ul style="list-style-type: none"> ▪ The introduction fails to raise the subject clearly, engage the reader, and smoothly lead to the thesis. |

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| | <ul style="list-style-type: none"> ▪ The order and placement of details promote the reader’s understanding and interest. ▪ Purposeful transitions help the reader see how each point connects to a large concept. ▪ The conclusion effectively resolves questions and reinforces important assertions or offers logical extensions for inquiry. ▪ The reader’s understanding of the topic grows throughout the paper. | <ul style="list-style-type: none"> ▪ The order and placement of details promote the reader’s understanding. (W-10-6.1) ▪ Transitions help the reader see how each point connects to a larger concept. (W-10-6.3) ▪ The conclusion clearly wraps up the argument. (W-10-6.4) ▪ The reader’s understanding of the topic grows throughout the paper. | <ul style="list-style-type: none"> ▪ The order of information is sometimes helpful, but occasionally confusing; information may be repeated. ▪ Transitions are attempted, but do not always show a reader how ideas connect. ▪ The conclusion may be redundant, predictable, or too abrupt. ▪ Despite some questions, the reader can usually follow what is said. | <ul style="list-style-type: none"> ▪ Ideas seem randomly ordered; the reader often wonders where the writer is headed. ▪ It is very hard to see how ideas link to each other—or to any main point. ▪ There is no real conclusion, the paper just stops. ▪ The reader struggles to see some pattern or logical structure. |
| Sentence Fluency | <p>The writer uses sentences that are strong, clear, and thoughtfully structured.</p> <ul style="list-style-type: none"> ▪ Meaningful sentence beginnings lend variety and clarity to the text. ▪ Sentences connect coherently to each other. ▪ All sentences are grammatically sound, complete, and vary in structure. ▪ The text can be read quickly and without difficulty. | <p>The writer uses sentences that are clear and grammatical. (W-10-1.1)</p> <ul style="list-style-type: none"> ▪ Meaningful sentence beginnings give the text clarity. ▪ Sentences connect coherently to each other. ▪ Sentences are grammatical and complete. ▪ The text can be read with minimal difficulty. | <p>The writer uses sentences that are reasonably clear and (for the most part) grammatical.</p> <ul style="list-style-type: none"> ▪ Some meaningful sentence beginnings give the text moderate clarity. ▪ Additional transitions between sentences would be helpful. ▪ Most sentences are grammatical and complete. Some sentences may be hard to follow. ▪ The reader has occasional difficulty following the text. | <p>The writer uses sentences that are unclear, ungrammatical, or both. The reader is likely to notice more than one of these problems:</p> <ul style="list-style-type: none"> ▪ The writer rarely uses linking phrases; the reader must work at connecting ideas. ▪ Grammatical errors are distracting. Words or whole phrases may be missing. ▪ The text is difficult to read. |

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| Word Choice and Terminology | <p>The writer uses well-chosen words to convey his/her argument in a clear, precise, highly readable way.</p> <ul style="list-style-type: none"> ▪ The writer consistently chooses precise, vivid words and phrases. ▪ Technical or special terms are clarified or defined as needed. ▪ The language makes the argument clear and memorable. | <p>The writer uses words that are accurate and make the argument clear. (W-10-7.5)</p> <ul style="list-style-type: none"> ▪ Language in the paper is correct and functional. ▪ The vocabulary suits the subject and audience. ▪ Technical or special terms are used with sufficient explanation. ▪ The language promotes reader understanding. | <p>The writer uses words that are reasonably accurate and make the argument clear on a general level.</p> <ul style="list-style-type: none"> ▪ Most language in the paper is correct and functional. However, the vocabulary is sometimes a bit too general, technical, or informal for the topic, audience, or both. ▪ The writer does not seem completely at home with the language and terminology of the content area. ▪ Technical or special terms may sometimes be used without sufficient explanation; the reader occasionally feels on the outside looking in. ▪ The language alternately puzzles and enlightens the reader. | <p>The writer uses words that are inappropriate for topic and purpose or simply does not speak to the audience. One or more of these problems may be evident:</p> <ul style="list-style-type: none"> ▪ A limited vocabulary does not allow the writer to explore the subject in depth. ▪ Technical language or jargon may be overused—OR technical language is missing where it would be helpful. ▪ The language frequently confuses the reader. |
| Conventions | <p>The writer demonstrates a strong grasp of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); the paper is basically error free.</p> | <p>The writer demonstrates a good understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); any errors, although noticeable, do not impair the paper's readability. (W-10-9.1,2,3; W-10-1.1,2)</p> | <p>The writer demonstrates a basic understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors sometimes impair the paper's readability.</p> | <p>The writer demonstrates a limited understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); many errors impair the paper's readability.</p> |