

Writing: Persuasive Essay

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Genre, Organization, and Focus				
Introduction grabs reader's attention.	Introduction grabs reader's attention with an interesting question or surprising fact.	Introduction only partially develops attention-grabbing opening.	Introduction is relevant but does not engage reader's attention.	Introduction is trite and dull.
Thesis presents issue and writer's point of view.	Well-defined thesis presents specific issue and writer's point of view.	Thesis presents issue and writer's point of view but is somewhat vague.	Thesis hints at an issue but is unclear and omits point of view.	Thesis is omitted.
Reasons are in order of importance.	Reasons are clearly in order of importance.	Reasons are mostly in order of importance, but some supporting details are out of order.	Reasons are in a discernible order, but not in order of importance.	Reasons are in random order.
Evidence supports each reason for the opinion and reflects a consistent point of view.	Persuasive evidence (fact, statistics, anecdote, specific example, analogy, comparison, expert opinion) supports each reason for the opinion and reflects a consistent point of view.	Relevant evidence (fact, statistics, anecdote, example, analogy, comparison, expert opinion) supports each reason and reflects a consistent point of view, but some reasons need more specific evidence.	Evidence supports at least one reason, but some evidence is not clearly relevant to the reason or does not reflect a consistent point of view.	No evidence supports any stated reason.
Body elaborates upon reasons and evidence.	Body thoroughly and persuasively elaborates upon reasons and evidence.	Body elaborates upon reasons and evidence, but more detail is needed.	Body elaborates upon only one reason or supporting piece of evidence.	Body does not elaborate upon reasons or evidence.
Reader concerns or counterarguments are addressed.	Reasonable reader concerns or counterarguments are thoroughly and persuasively addressed.	At least one reader concern or counterargument is adequately addressed.	One reader concern or counterargument is mentioned, or concerns are only superficially addressed.	Reader concerns and counterarguments are ignored.

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Transitional words and phrases, parallel structure, and repetition create coherence.	Effective transitional words and phrases, parallel structure, and repetition create coherence throughout the essay.	Transitional words and phrases, parallel structure, and repetition create coherence in most sections of the essay.	Occasionally, transitional words and phrases and parallel structure appropriately connect ideas, but sometimes they are used inappropriately.	Transitional words and phrases and parallel structure are omitted.
Conclusion restates opinion, summarizes reasons, and/or includes a call to action.	Conclusion clearly and freshly restates opinion, concisely summarizes reasons, and/or includes a call to action.	Conclusion restates opinion, summarizes most reasons, and/or includes a call to action but is slightly vague.	Conclusion repeats thesis from introduction or only vaguely sums up topic.	Formal conclusion is omitted.

Writing Conventions

Standard English spelling, punctuation, and capitalization are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization are used appropriately for this grade level throughout the essay.	Standard English spelling, punctuation, and capitalization are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization appropriate for this grade level jars the reader.	Minimal use of standard English spelling, punctuation, and capitalization appropriate for this grade level confuses the reader.
Standard English grammar and sentence structure (with emphasis on varied sentence beginnings) are used appropriately for this grade level.	Standard English grammar and sentence structure (with emphasis on varied sentence beginnings) are used appropriately for this grade level throughout the essay.	Standard English grammar and sentence structure (with emphasis on varied sentence beginnings) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure (with emphasis on varied sentence beginnings) appropriate for this grade level jars the reader.	Use of standard English grammar and sentence structure (with emphasis on varied sentence beginnings) appropriate for this grade level is minimal and confuses the reader.