* **Persuasive (Argumentative) Essay Rubric (from Rubistar)**

Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | 4 - Above Standards | 3 - Meets Standards | 2 - Approaching Standards | 1 - Below Standards | Score |
| Focus or Thesis Statement | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. |  |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |  |
| Evidence and Examples | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\\'s position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author\\'s position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author\\'s position. | Evidence and examples are NOT relevant AND/OR are not explained. |  |
| Accuracy | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. |  |
| Sequencing | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author\\'s train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author\\'s train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |  |
| Closing paragraph | The conclusion is strong and leaves the reader solidly understanding the writer\\'s position. Effective restatement of the position statement begins the closing paragraph. | The conclusion is recognizable. The author\\'s position is restated within the first two sentences of the closing paragraph. | The author\\'s position is restated within the closing paragraph, but not near the beginning. | There is no conclusion - the paper just ends. |  |
| Sources | All sources used for quotes, statistics and facts are credible and cited correctly. | All sources used for quotes, statistics and facts are credible and most are cited correctly. | Most sources used for quotes, statistics and facts are credible and cited correctly. | Many sources are suspect (not credible) AND/OR are not cited correctly. |  |
| Sentence Structure | All sentences are well-constructed with varied structure. | Most sentences are well-constructed and there is some varied sentence structure in the essay. | Most sentences are well constructed, but there is no variation is structure. | Most sentences are not well-constructed or varied. |  |
| Grammar & Spelling | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |  |
| Capitalization & Punctuation | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader\\'s attention and interrupt the flow. | Author makes several errors in capitalization and/or punctuation that catch the reader\\'s attention and interrupt the flow. |  |