Persuasive Writing Rubric

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|  | Excellent | Good | Satisfactory | Needs Improvement |
| Ideas | - well-focused on the topic- clear ideas are well-supported with interesting and vivid details | - focused on the topic- ideas are well-supported with details | - sometimes strays from the topic- ideas are not well-developed | - poorly focused on the topic- ideas are unclear |
| Organization | - well-focused on the topic- logical organization- excellent transitions-easy to follow | - generally focused on the topic- some lapses in organization- some transitions-usually easy to follow | - somewhat focused on the topic- poor organization- few transitions- difficult to follow | - not focused on the topic- no clear organization-no transitions-difficult to impossible to follow |
| Word Choice | - precise, vivid, and interesting word choices- wide variety of word choices | - fairly precise, interesting, and somewhat varied word choices- wording could be more specific  | - vague, mundane word choices- wording is sometimes repetitive | - very limited word choices- wording is bland and not descriptive |
| Conventions (spelling and grammar) | - proper grammar usage- correct spelling- correct punctuation- correct capitalization | - few errors of grammar and usage- mostly correct spelling, punctuation, and capitalization | - errors in grammar, usage, and spelling sometimes make understanding difficult- some errors in punctuation and capitalization | - frequent errors in grammar, usage, spelling, capitalization, and punctuation make understanding difficult or impossible |
| Voice | - successfully uses several persuasive strategies to try to show why the reader should care or want to know more about the topic | - successfully uses one or two persuasive strategies to try to show why the reader should care or want to know more about the topic | - attempts to make the reader care about the topic, but is not really successful | - makes no attempt to make the reader care about the topic |
| Writing process | - student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, editing) | - student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, editing) | - student devotes some time and effort to the writing process but was not very thorough. Does enough to get by | - student devotes little time and effort to the writing process. Doesn’t seem to care |

Overall Mark: /4 Name: