

Rubric for Persuasive Writing

Name: _____ Date: _____ Grade: _____

Related Expectations: _____

Evaluated by: Teacher Peer Self

Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning ▪ position stated ▪ convincing arguments ▪ supportive evidence	<input type="checkbox"/> position is unclear, few arguments are convincing <input type="checkbox"/> supported with little evidence	<input type="checkbox"/> a position is stated; some arguments are convincing <input type="checkbox"/> supported with some evidence	<input type="checkbox"/> a clear position is stated; arguments are convincing <input type="checkbox"/> supported with good evidence	<input type="checkbox"/> a clear position is consistently stated; arguments are insightful <input type="checkbox"/> well supported with a variety of evidence
Organization of ideas ▪ use of titles and subheadings as organizers	<input type="checkbox"/> little evidence of organization; few titles and subheadings used	<input type="checkbox"/> some evidence of organization; occasional use of titles and subheadings	<input type="checkbox"/> good evidence of organization; titles and subheadings are used	<input type="checkbox"/> well-organized; effective use of titles and subheadings
Communication ▪ use of persuasive language ▪ sense of audience	<input type="checkbox"/> limited use of persuasive language <input type="checkbox"/> limited awareness of audience	<input type="checkbox"/> some use of persuasive language <input type="checkbox"/> some awareness of audience	<input type="checkbox"/> appropriate use of persuasive language <input type="checkbox"/> good awareness of audience	<input type="checkbox"/> effective use of persuasive language <input type="checkbox"/> strong sense of audience
Application of conventions	<input type="checkbox"/> limited use of basic conventions appropriate for this grade	<input type="checkbox"/> use of some basic conventions appropriate for this grade	<input type="checkbox"/> good use of conventions appropriate for this grade	<input type="checkbox"/> consistent use of a variety of conventions appropriate for this grade
Additional criterion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Suggestions for Improvement:

Adapted from: Scarborough Board of Education. (1996). *Designing Student Outcomes*.