

**CHARIHO REGIONAL HIGH SCHOOL PERSUASIVE ESSAY (W-8) RUBRIC**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	<b>5 Exceeds Standard</b>	<b>4 Meets Standard</b>	<b>3.5 Nearly Meets Standard</b>	<b>3 Below Standard</b>	<b>2 Little Progress Toward Standard</b>	<b>0</b>
<b>Thesis (W-6)</b>	Thesis clearly identifies argument of the paper and engages with exceptional content and/or style.	Thesis identifies argument of the paper and engages with strong content and/or style.	Thesis generally identifies argument of the paper and engages with fair content and/or style.	Thesis weakly identifies argument of the paper.	Thesis does not identify argument of the paper or is unclear.	<b>SUBMITTED</b>
<b>Topic Sentences (W-7)</b>	Topic sentence(s) support thesis with exceptional understanding and structure; ideas are very clear and strongly developed.	Topic sentence(s) support thesis with clear understanding and structure; ideas are clear and well-developed.	Topic sentence(s) support thesis with some understanding and structure; ideas are generally clear and developed.	Topic sentence(s) support thesis reflect weak understanding and structure; ideas are somewhat developed.	Topic sentence(s) do not support thesis with understanding or structure; ideas are poorly developed.	
<b>Transitions (W-3)</b>	Strong, varied, and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
<b>Organization (W-1, W-3)</b>	Introduction creatively previews main ideas; conclusion provides a valuable call to action and leaves a lasting impression; purposeful placement of content unifies paper.	Introduction clearly previews main ideas; conclusion provides a call to action and leaves an impression on the reader; purposeful placement of content unifies paper.	Introduction previews main ideas; conclusion provides a sense of closure; purposeful placement of content unifies paper.	Introduction provides little preview of main ideas; conclusion gives little support of ideas; weak placement of content.	Introduction provides no preview of main ideas; conclusion provides little sense of closure; little attention paid to placement.	
<b>Content/ Strategies (W-6, W-8)</b>	Argument enhanced by strong and superior sources; innovative use of multiple appropriate strategies creatively used to engage the reader (e.g. anecdotes, definitions, description, data, illustrations, examples from evidence).	Argument enhanced by sources; innovative use of multiple appropriate strategies used to engage the reader (e.g. anecdotes, definitions, description, data, illustrations, examples from evidence).	Argument supported by sources; some use of appropriate strategies.	Sources weakly support argument; few appropriate strategies used.	Limited sources used to support argument; few strategies used.	
<b>Voice and Word Choice (W-5, W-7)</b>	Highly individual expression and purpose completely engage the reader.	Strong expression and purpose engage the reader.	Fair expression and purpose sometimes engage the reader.	Expression and purpose rarely engage the reader.	Limited language seriously impairs meaning.	
<b>Counterargument (W-1, W-8)</b>	Opposing argument is effectively engaged and powerfully refuted.	Opposing argument is clearly engaged and refuted.	Opposing argument is vaguely engaged and refuted.	Opposing argument is addressed and refuted weakly.	Ineffective engagement of opposing argument.	
<b>Sentence Fluency (W-1)</b>	Sentences vary greatly in length and structure enhancing flow.	Sentences vary in length and structure sustaining flow.	Sentences vary slightly in length and structure restricting flow.	Sentences vary little in length and structure disrupting flow.	Sentences do not vary in length and structure inhibiting flow.	
<b>Conventions And Formatting (W-9)</b>	No errors in format, grammar, usage, or spelling.	Few noticeable format, grammar, usage, or spelling errors.	Some errors in format, grammar, usage and spelling.	Many errors in format, grammar, usage, and spelling.	Excessive errors in format, grammar, usage, and spelling.	
<b>Revisions and Editing (W-10)</b>	Revisions and edits enhance writing with ample evidence of writing process or not revisions and edits needed.	Revisions and edits improve writing with evidence of the writing process.	Revisions and edits improve writing somewhat with evidence of the writing process.	Revisions and edits improve writing very little with evidence of the writing process.	Revisions and edits do not improve writing with evidence of the writing process.	

**WORK**

**NO**

FINAL SCORE \_\_\_\_\_ X2 = \_\_\_\_\_ (Proficient Product = Score of 80)

Teacher's Signature \_\_\_\_\_