

Analytic Scoring Rubric: Persuasive Essay

Area	Criteria and Points								
Quality and Development of Ideas	5	4	3	2	1-2	1			
<p>Ideas are insightful and well considered. This writing has a strong central focus and exhibits unique comprehension and insight that is supported by carefully chosen evidence. Sophisticated reasoning and literary appreciation are evident.</p>	<p>Ideas are thoughtful and clear. This writing has a clear and recognizable focus and exhibits a comprehensive and intimate knowledge of the subject matter. Literary interpretation is more logical/sensible than insightful.</p>	<p>Ideas are straightforward and clear. This writing has a recognizable focus and exhibits adequate development of content, although interpretation is more common place and predictable.</p>	<p>Ideas are limited and over generalized but discernible. This writing has an inconsistent or wandering focus and, although it exhibits some development of topic, ideas are often superficial and supporting evidence is vague or weak.</p>	<p>Ideas are elementary and may not be clear. This writing lacks focus and coherence and shows little or no development of topic. What is there is generalized and unsupported, so that there is little evidence of understanding.</p>	<p>The introduction clearly states the direction the essay will take and invites further reading. Ideas are clearly and coherently developed and show evidence of critical thinking. The conclusion logically and thoughtfully completes the essay.</p>	<p>The introduction provides direction for the reader and the ideas generally focus and sustain the topic. Ideas are developed clearly and the conclusion effectively completes the essay.</p>	<p>The introduction provides some direction for the reader and the ideas are usually focussed but show little imagination. Ideas are clear but may lack coherence. The conclusion offers little insight.</p>	<p>The introduction is weak and relates only marginally to the body of the essay. There is no focus and the ideas are not clearly developed. The conclusion provides no real purpose.</p>	<p>The introduction, if there is one, does not contribute to a discernible controlling idea. Development of the topic is meagre or superficial. The conclusion, where present, is unclear or unrelated to the development provided.</p>
Organization	5-10	7-8	5-6	3-4	1-2				
<p>The writer has chosen appropriate details and established a definite point of view that enhances the writing. Diction is clear, vivid, and precise. Syntax is varied, effective, and polished. The writer's voice and tone consistently sustain the reader's interest.</p>	<p>The writer has established a point of view and a sense of audience, and shows awareness of language and structure. Diction is effective. Syntax is generally effective. The writer's voice and tone maintain the reader's interest.</p>	<p>The writer's point of view is clear and consistent and shows a basic understanding. Diction is adequate but somewhat generalized. Syntax is straightforward. The writer's voice and tone establish, but may not maintain, the reader's interest.</p>	<p>The writer's point of view is unclear and the choice of diction is imprecise and/or inappropriate. Control of syntax is limited and results in lack of clarity. The writing exhibits superficial and/or minimal awareness of the reader.</p>	<p>The writer's point of view may shift in a confusing way. Diction is inappropriate and unclear. Syntax is confusing and results in unclear writing. Awareness of the reader is not apparent.</p>					
Style	5	4	3	2	1				
<p>Sentences are correct. Any mechanical errors are the result of taking a risk with more complex or original aspects of writing. The writing demonstrates a strong command of the conventions of language.</p>	<p>Sentences are substantially correct, with errors only in attempts at more complicated constructions. The few mechanical errors do not impede communication. The writing demonstrates a solid control of the conventions of language.</p>	<p>Common and simple constructions and patterns are correct. Errors in more complex or unusual constructions do not unduly impede understanding. Information is clear despite a faltering in mechanics. The writing demonstrates a general control of the conventions of language.</p>	<p>Sentences having uncomplicated structures are usually clear, but attempts at more difficult structures result in awkwardness and/or obscured communication. The writing demonstrates a limited and/or inconsistent grasp of the conventions of language.</p>	<p>The writing exhibits a lack of knowledge in the use of sentence structure, usage, grammar and mechanics. The profusion of structural and mechanical errors make communication very difficult. The writing demonstrates only an elementary grasp of the conventions of language.</p>					
Mechanics	5	4	3	2	1				