



Persuasive Generic Rubric Template 2008-2009

Informational Writing: Persuasive--as established by the RI Grade Span Expectations

This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must **meet** or **exceed** standard on those expectations with an asterisk. In addition, a student cannot meet standard on this task if he/she receives **below standard** for any expectation.

| Expectations | Exceeds standard 4 | Meets standard 3 | Nearly meets standard 2 | Below standard 1 |
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| * Establishes a context and advances a thesis | <p>Skillfully selects and summarizes key ideas to establish context appropriate to audience.</p> <p>Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt</p> <p>Skillfully uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice.</p> | <p>Establishes context by selecting and summarizing key ideas appropriate to audience. W-10-2.1</p> <p>Establishes an interpretive claim/assertion in the form of a thesis when responding to a given prompt W-10-3.1a</p> <p>Uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice. W-10-7.4, 7.5</p> | <p>Selection or summary of key ideas and/or audience is unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis, but thesis is unclear.</p> <p>Uses some language that clarifies or supports intent or establishes an authoritative voice.</p> | <p>Selection or summary of key ideas and/or audience is invalid.</p> <p>Thesis is invalid or does not address prompt.</p> <p>Does not use language that clarifies or supports intent or establishes an authoritative voice.</p> |
| * Demonstrates critical thinking | <p>Insightfully analyzes evidence in relation to the thesis.</p> <p>Effectively supports valid arguments with detailed evidence, identifying sources of information when appropriate.</p> <p>Skillfully uses several strategies to persuade.</p> <p>Insightfully addresses reader's concerns (anticipating and addressing counterarguments, potential problems, mistakes or misunderstandings that might arise from the audience).</p> <p>Thoroughly maintains focus.</p> | <p>Analyzes evidence in relation to the thesis. W 10-8.1</p> <p>Supports logical arguments with detailed evidence, identifying sources of information when appropriate. W10-8.2</p> <p>Uses strategies to persuade (e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast). W 10-8.2</p> <p>Addresses reader's concerns (anticipating and addressing counterarguments, potential problems, mistakes or misunderstandings that might arise from the audience). W 10- 8.3</p> <p>Maintains Focus. W-10-5; W-10-7.2</p> | <p>Some analysis of evidence in relation to the thesis lacks clarity and/or logic.</p> <p>Attempts to support arguments, but some arguments lack clarity or accuracy.</p> <p>Uses ineffective strategies in an attempt to persuade.</p> <p>Attempts to address reader's concerns, but does so ineffectively.</p> <p>Weak focus.</p> | <p>Most analysis of evidence in relation to the thesis lacks clarity and/or logic.</p> <p>Most arguments are not supported with valid or clear evidence.</p> <p>Little or no attempt at using strategies to persuade.</p> <p>Does not address reader's concerns.</p> <p>Lacks focus.</p> |
| Creates an organizing structure | <p>Uses an organizational structure that enhances the response.</p> | <p>Uses an organizational structure that allows for a progression of ideas to develop. W-10-1.1-4, 3.4; W-10-4.6; W-10-14.3, 5</p> <p>The response includes an opening, body,</p> | <p>Uses an organizational structure that causes confusion.</p> | <p>There is little evidence of organization.</p> |



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| | The opening, body, and closure are skillfully organized. | and closure. | The response shows some elements of organization. | |
| Demonstrates command of written language conventions | Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. | Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. <i>W-10-9.1-5</i> | Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors do interfere with meaning. | Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning. |