

**Persuasive Essay Rubric: Common Core for Reading and Writing Standards**

Based on Common Core Standards for Reading/Writing in History/Social Sciences ([www.corestandards.org](http://www.corestandards.org))

Note: Students must MEET or EXCEED standard on the asterisked indicators in order to meet standard on the essay

	<b>Exceeds Standard (A)</b>	<b>Meets Standard (B)</b>	<b>Almost to Standard MUST REWRITE</b>	<b>Below Standard=no R/W</b>
<b>Thesis/Claim</b>	<input type="checkbox"/> Thesis/Claim is precise, knowledgeable, significant, and distinguished from alternate or opposing claims	<input type="checkbox"/> Thesis/Claim is precise and knowledgeable, and answers the prompt (W1)	<input type="checkbox"/> Thesis/Claim may be unclear or irrelevant, and/or may not answer prompt	<input type="checkbox"/> Thesis/Claim is missing
<b>*Use of Evidence</b>	<input type="checkbox"/> Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) <input type="checkbox"/> Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis <input type="checkbox"/> Skillfully assesses the strengths and limitations of each source	<input type="checkbox"/> Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) (W2) <input type="checkbox"/> Integrates information into the text selectively to maintain the flow of ideas and advance the thesis(W8) <input type="checkbox"/> Assesses the strengths and limitations of each source (W8)	<input type="checkbox"/> Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient <input type="checkbox"/> Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant <input type="checkbox"/> Attempts to assess the strengths and limitations of each source, but misinterprets information	<input type="checkbox"/> Does not develop the topic by selecting information and examples from the text(s) <input type="checkbox"/> Does not integrate information from the text <input type="checkbox"/> Does not assess the strengths and limitations of each source
<b>*Use of Analysis</b>	<input type="checkbox"/> Skillfully draws evidence from informational texts to support analysis and thesis/claim <input type="checkbox"/> Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient <input type="checkbox"/> Skillfully identifies false statements and fallacious reasoning	<input type="checkbox"/> Draws evidence from informational texts to support analysis and thesis/claim (W9) <input type="checkbox"/> Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient (R8) <input type="checkbox"/> Identifies false statements and fallacious reasoning.(R8)	<input type="checkbox"/> Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant <input type="checkbox"/> Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient, but analysis is insufficient <input type="checkbox"/> Attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient	<input type="checkbox"/> Does not use evidence from the informational texts to support analysis and/or thesis/claim <input type="checkbox"/> Does not delineate or evaluate claims in text <input type="checkbox"/> Does not identify false claims or fallacious reasoning
<b>*Organization, Writing Style and Conventions</b>	<input type="checkbox"/> Organization skillfully sequences the claim(s), counterclaims, reasons, and evidence. <input type="checkbox"/> Provides a concluding statement or section that skillfully follows from or supports the argument presented <input type="checkbox"/> Skillfully produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience	<input type="checkbox"/> Organization logically sequences the claim(s), <b>counterclaims</b> , reasons, and evidence.(W1) <input type="checkbox"/> Provides a concluding statement or section that follows from or supports the argument presented (W1) <input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4)	<input type="checkbox"/> Attempts to create a logical organization, but may be missing some elements of the assignment, <b>such as a counterclaim</b> <input type="checkbox"/> Attempts to provide a concluding statement or section that follows from or supports the argument presented, but statement does not support thesis <input type="checkbox"/> Attempts to produce clear and coherent writing, but errors in conventions and writing style detract from understanding	<input type="checkbox"/> Does not provide logical organization <input type="checkbox"/> Does not provide a concluding statement or section that follows from or supports the argument presented <input type="checkbox"/> Does not produce clear and coherent writing

Score for this draft: \_\_\_\_\_

Teacher notes and additional comments: