

Read Around the Block 2016

Persuasive/Argumentative Writing Rubric

	Argument	Development	Organization	Language Use
Score: 6	Response critically engages with task and presents a complex analysis that addresses implications and complications of subject. There is skillful movement between specific details and generalized ideas.	Ideas are effectively explained and supported with skillful use of reasoning and/or detailed examples. The writer's claims and specific support are well integrated.	Response exhibits a skillful organizational strategy. A logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.	Response demonstrates ability to effectively convey meaning with clarity. Word choice is precise. Sentence structures are varied and clear. Voice and tone are appropriate for persuasive purpose and are maintained throughout response. While a few errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 5	Response engages with task, and presents a thoughtful argument driven by apt reasons. Response addresses implications, complications and/or counterarguments. There is purposeful movement between specific and generalized ideas.	Ideas are capably explained and supported, with purposeful use of reasoning and/or detailed examples. The writer's claims and specific support are sometimes integrated.	Response exhibits a purposeful organizational strategy. A logical sequencing of ideas contributes to the effectiveness of the writer's argument. Transitions between and within paragraphs clarify the relationships among ideas.	Response demonstrates ability to capably convey meaning. Word choice is usually precise. Sentence structures are clear and varied. Voice and tone are appropriate for persuasive purpose and are maintained throughout most of response. While errors in grammar, usage, and mechanics may be present, they do not impede understanding.
Score: 4	Response is appropriate to task and presents a clear argument with satisfactory reasons for the position. Response demonstrates recognition of implications, complications, and/or counterarguments. There is some specific movement between specific and generalized ideas.	Ideas are adequately explained and supported with satisfactory use of reasoning and/or detailed examples. The writer's claims and specific support may be integrated.	Response exhibits a clear but simple organizational structure. Ideas are logically grouped. Transitions between and within paragraphs clarify the relationships among ideas.	Response demonstrates ability to clearly convey meaning. Word choice is sometimes precise. Sentence structures are occasionally varied and usually clear. Voice and tone are appropriate for persuasive purpose, but may be inconsistently maintained. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.

Score: 3	<p>Response is somewhat appropriate to tasks and presents a somewhat clear argument with a vague or oversimplified position. Reasons for the position are somewhat appropriate and/or somewhat relevant. Implications, complications, and counterarguments are oversimplified or not clearly relevant to the purpose. Specific and generalized ideas may be only somewhat connected.</p>	<p>Explanation and support of ideas are limited, but include some use of reasoning and/or examples.</p>	<p>Response exhibits some evidence of organizational structure. Some ideas are logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</p>	<p>Response demonstrates some developing ability to convey meaning. Word choice is general and occasionally imprecise. Sentence structures show little variety and are sometimes unclear. Voice and tone are somewhat appropriate for the persuasive purpose but are inconsistently maintained. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>
Score: 2	<p>Response demonstrates rudimentary understanding of task. Position may be unclear. Reasons for position are unclear, incomplete, or not clearly relevant. If present, implications, complications, or counterarguments are weak. Any connections between specific and generalized ideas are unclear, incomplete, or irrelevant.</p>	<p>Explanation and support of ideas are unclear or incomplete, with little use of reasoning and/or examples.</p>	<p>Response exhibits only a little evidence of organizational structure. Few ideas are logically grouped. Transitions between and within paragraphs are often missing, poorly formed, or misleading.</p>	<p>Response demonstrates a weak ability to convey meaning. Word choice is rudimentary and frequently imprecise. Sentence structures are often unclear. Voice and tone may not be appropriate for persuasive purpose. Distracting errors in grammar, usage, and mechanics are present, and they impede understanding.</p>
Score: 1	<p>Response demonstrates little or not understanding of task. If a position is taken, there are virtually no reasons for the position.</p>	<p>Ideas lack explanation and support, with virtually no use of reasoning or examples.</p>	<p>Response exhibits no evidence of organizational structure. Ideas are not logically grouped. Transitional devices may be present, but they fail to relate ideas.</p>	<p>Response demonstrates little or no ability to convey meaning. Word choice is imprecise and difficult to comprehend. Voice and tone are not appropriate for the persuasive purpose. Sentence structures are mostly unclear. Errors in grammar, usage, and mechanics are pervasive and significantly impede understanding.</p>
Score: 0	<p>Response is blank, voided, off-topic, or illegible.</p>			