**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_**

**Persuasive Unit**

**Performance Task Writing Rubric**

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| **Target** | **4**  **(100%)** | **3**  **(85%)** | **2**  **(75%)** | **1**  **No Score** |
| **HEADING** | Student Name, Teacher Name, Course/Assignment, and Date | Heading contains minor error (one error) | Heading contains major errors (two errors) | Heading is incorrect (three or more errors) |
| **MLA FORMAT** | Times New Roman, 12-pt font, 1-inch margins, double space | Minor error in formatting (one error) | Major error in formatting (two errors) | Formatting incorrect (three or more errors) |
| **WORKS CITED** | Five sources listed in alphabetical order on separate page, using correct formatting | Minor error on works cited page | Major error on works cited page | Works cited page is missing or incomplete |
| **ORGANIZATION**  **I can create an attention getting introduction.** | Introduction has an inviting lead, hook, or attention-getter. | First paragraph has a weak lead, hook, or attention-getter, and is not particularly inviting to the reader. | A catchy beginning was attempted, but was confusing rather than catchy. | No attempt was made to catch the reader's attention in the first paragraph. |
| **ORGANIZATION**  **I can apply an effective thesis statement to the introduction.** | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. The thesis statement outlines some or all of the main points to be discussed, but does not name the topic. | The thesis statement outlines some or all of the main points to be discussed, but does not name the topic. | The thesis statement does not name the topic and does not preview what will be discussed. |
| **ORGANIZATION**  **I can present my arguments and support in a logical order.** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author\'s train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author\'s train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |
| **BODY PARAGRAPH 1** | One excellent reason is presented and strongly supported with an abundance of specific evidence. | One reason is stated; evidence presented effectively supports reason. | A reason is stated, however evidence presented may be vague and/or weak in places | The reason stated may be unreasonable or ineffective; supporting evidence is missing or inadequate |
| **BODY PARAGRAPH 2** | One excellent reason is presented and strongly supported with an abundance of specific evidence. | One reason is stated; evidence presented effectively supports reason. | A reason is stated, however evidence presented may be vague and/or weak in places | The reason stated may be unreasonable or ineffective; supporting evidence is missing or inadequate |
| **BODY PARAGRAPH 3** | Reasonable reader concerns or counter-arguments are thoroughly and persuasively addressed. | One reader concern or counter-argument is adequately addressed. | One reader concern or counter-argument is mentioned and is only superficially addressed. | Reader concerns or counter-arguments are not addressed. |
| **ORGANIZATION**  **I can write an effective conclusion that summarizes my topic.** | The conclusion is strong and leaves the reader solidly understanding the writer\'s position. Effective restatement of the position statement begins the closing paragraph | The conclusion effectively summarizes the topic. The conclusion is recognizable. The author\'s position is restated within the first two sentences of the closing paragraph. | A conclusion is attempted but does not adequately summarize the topic. | No conclusion is attempted. The writing just stops. |
| **PARAPHRASING** | Writer has taken care to present information in his/her own words while citing source internally | Paraphrasing evident; writer references source | Some paraphrasing evident with vague reference to source | No paraphrasing evident; no in-text citations |
| **WORD CHOICE** | Word choice is creative and enhances the argument | Word choice enhances argument | Some evidence of attention to word choice | Word choice is limited and detracts from argument |
| **CITING SOURCES**  **\*Direct Quote**  **\*Indirect Quote**  **\*Block Quotes** | All sources used for quotes, statistics and facts are credible and cited correctly using the MLA format (min. of three done correctly) | All sources used for quotes, statistics and facts are credible and most are cited correctly (two cited correctly) | Most sources used for quotes, statistics and facts are credible and cited correctly (one cited correctly) | Many sources are suspect (not credible) and/or are not cited correctly. |
| **VOICE** | Argument demonstrates a clear understanding of audience and purpose; strong commitment to topic evident | Argument demonstrates a clear understanding of the audience and purpose; effective, consistent commitment to topic | Argument demonstrates some understanding of audience and purpose. Voice may be overly preachy, sassy or sarcastic at times. | Writer’s voice does not suit purpose or audience; writer does not seem to care about topic; lifeless |
| **CONVENTIONS**  **I can apply proper conventions to my writing.** | The writing demonstrates a strong command of conventions:  \*paragraphing is correct  \*effective and consistent use of punctuation, capitalization, and spelling  \*correct grammar and mechanics in usage and sentence formation | The writing demonstrates adequate command of conventions:  \*paragraphing  \*adequate use of punctuation, capitalization, and spelling  \*some errors in grammar and mechanics usage and sentence formation | The writing demonstrates partial command of conventions:  \*paragraphing  \*inconsistent use of punctuation, capitalization, and spelling  \*frequent grammar and mechanics errors in usage and sentence formation | The writing demonstrates lack of command of conventions:  \*errors are frequent and inconsistent use of punctuation, capitalization, and spelling  \*severe grammar and mechanics errors in usage and sentence formation  \*off topic and/or copied text |