

Persuasive Writing Rubric:

Georgia Performance Standard	Approaching Standard	Below Standard	Total
11 Points	9 Points	7 Points	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student a. Plans and drafts independently and resourcefully.	The student is beginning to use a planning technique such as a brainstorm but needs to develop ideas further.	The student is unable to use a planning technique, ideas are undeveloped and there is little planning shown.	
ELA5W2 The student demonstrates competence in a variety of genres. <i>The student produces a persuasive essay that:</i> a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	The student attempts to capture the reader's interest through the use of a surprising statement, a question, or the use of dialogue	The student makes little effort to capture the reader's interest through the use of a surprising statement, a question, or dialogue.	
b. States a clear position in support of a proposal.	Gives at least two strong reasons to support their proposal. Each reason tells why their proposal is important, and doesn't just restate the proposal. Reasons are appropriate to the audience. Reasons are stated in order of importance.	Gives only one strong reasons to support their proposal. Their reason is unclear on why their proposal is important and may just restate the proposal. Reasons maybe inappropriate to the audience.	
c. Supports a position with relevant evidence. d. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Attempts to write about each of their reasons in a separate paragraph. Generally makes the reason itself their topic sentence, and includes some facts and examples as their supporting sentences.	Includes more than one reason in a paragraph. Occasionally makes the reason itself their topic sentence, and includes some of facts and examples as their supporting sentences.	
e. Addresses reader concerns.	Student is beginning to think of audiences objections to their proposal and begins to answer these objections.	Student shows little awareness of possible objections.	
f. Excludes extraneous details and inappropriate information.	Has included some sentences that don't support their reasons.	Has many sentences that don't support their reasons.	
h. Provides a sense of closure to the writing.	There is some closure to their writing – by reminding the audience of their proposal. Fails to summarize their reasons in positive way.	There is no attempt to finish the writing, it is either incomplete or they have just stopped writing.	
i. Lifts the level of language using appropriate strategies including word choice.	The student is beginning to use transitional words, and is beginning to use positive persuasive language.	The student fails to use transitional words and language can be whiny or sarcastic.	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. c. Edits to correct errors in spelling, punctuation, etc	There is some evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	There is little or no evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	

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