**Outsourcing Persuasive Essay Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: |  |  | Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Date: |  | Title of Work: |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 1 - |  |
| CATEGORY | 4 - Above Standards | 3 - Meets Standards |  | 2 - Approaching Standards | Below Standards | Score |
| Position | The position | The position |  | A position statement is | There is no |  |
| Statement | statement provides a | statement provides |  | present, but does not | position |  |
|  |  |  | clear, strong | a clear statement of |  | make the author's | statement. |  |
|  |  |  | statement of the | the author's position |  | position clear. |  |  |
|  |  |  | author's position on | on the topic. |  |  |  |  |  |
|  |  |  | the topic. |  |  |  |  |  |  |  |
| Support | Includes more than 3 | Includes 3 pieces of |  | Includes 2 pieces of | Includes 1 or fewer |  |
| for | pieces of evidence | evidence (facts, |  | evidence (facts, statistics, | pieces of evidence |  |
| Position | (facts, statistics, | statistics, examples, |  | examples, real-life | (facts, statistics, |  |
|  |  |  | examples, real-life | real-life experiences) |  | experiences) that support | examples, real-life |  |
|  |  |  | experiences) that | that support the |  | the position statement. | experiences). |  |
|  |  |  | support the position | position statement. |  |  |  |  |  |
|  |  |  | statement. |  |  |  |  |  |  |  |
| Grammar | Author makes no | Author makes 1-2 |  | Author makes 3-4 errors | Author makes |  |
| & Spelling | errors in grammar or | errors in grammar or |  | in grammar or spelling | more than 4 errors |  |
|  |  |  | spelling that distract | spelling that distract |  | that distract the reader | in grammar or |  |
|  |  |  | the reader from the | the reader from the |  | from the content. | spelling that |  |
|  |  |  | content. | content. |  |  |  | distract the reader |  |
|  |  |  |  |  |  |  |  |  |  |  | from the content. |  |
| Transitions | A variety of | Transitions show |  | Some transitions work | The transitions |  |
|  |  |  | thoughtful transitions | how ideas are |  | well, but some | between ideas are |  |
|  |  |  | are used. They clearly | connected, but thereconnections between | unclear OR |  |
|  |  |  | show how ideas are | is little variety |  | ideas are fuzzy. | nonexistent. |  |
|  |  |  | connected |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Sentence | All sentences are | Most sentences are |  | Most sentences are well | Most sentences |  |
| Structure | well-constructed with | well-constructed |  | constructed, but there is | are not well- |  |
|  |  |  | varied structure. | and there is some |  | no variation is structure. | constructed or |  |
|  |  |  |  |  |  | varied sentence |  |  |  | varied. |  |
|  |  |  |  |  |  | structure in the |  |  |  |  |  |
|  |  |  |  |  |  | essay. |  |  |  |  |  |