

# Persuasive Essay Rubric

	Emerging	Developing	Proficient	Extending
<b>Introduction</b>	Introduction is not developed into a paragraph. May be one sentence.	Introduction is missing a hook or other component. Bridge may be too short or missing.	Introduction has an effective "hook," bridge and a clear thesis statement.	Student draws the reader in with an extended hook (narrative intro).
<b>Body of Essay</b>	Essay is incomplete. There are fewer than three paragraphs in the body of the essay.	Body of essay is underdeveloped. Paragraphs may be too short, or there may be missing topic sentences.	Three strong paragraphs, each with a topic sentence, three supporting details, and a concluding or transition sentence.	Student has written more than 3 strong paragraphs in the body of the essay.
<b>Conclusion</b>	Conclusion is not developed into a paragraph. May be one sentence.	Conclusion is missing key components (restating the thesis or reviewing main points).	Restates the thesis, "recaps" main ideas and leaves the reader thinking.	Restates the thesis, "recaps" main ideas and extends the reader's thinking by posing a powerful question.
<b>Supporting Details</b>	Details do not support the paragraph topic.	Paragraph topics need more details to fully support argument. Details may be repetitive.	Can support an idea with details, examples, and feelings.	Can fully support an idea strong examples, clear details, and feelings.
<b>Sentences</b>	Sentences do not make sense. Writing may be illegible.	Paragraphs contain sentence fragments and/or run-on sentences.	Writes complete, legible sentences with few errors.	Writes complex sentences; shows advanced understanding of sentence structure.
<b>Language</b>	Basic language used that does not incorporate vocabulary relevant to the topic.	Sentences lack descriptive detail and/or language lacks variety.	Is attempting to include interesting sentences and language.	Language is advanced, sentences are detailed and descriptions are vivid.
<b>Editing</b>	Revisions were not made during editing process.	Several errors (capitals, spelling, punctuation) missed during editing process.	Independently edits for capitals, punctuation and minor sentence revision.	Student corrects all errors in conventions during editing process.