# Persuasive Generic Rubric

| Advanced |
| --- |
| Focus | Addresses all aspects of the prompt with a highly focused and convincing response. |
| Reading/Research | Demonstrates accurate and effective use of reading materials to develop argument and a solid understanding of content as presented in the prompt. |
| Controlling Idea | Establishes a substantive and credible claim or proposition that is clear, thorough, and convincing. (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposition as appropriate. |
| Development | Develops sound reasoning to support claim or proposition, provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a relevant connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Applies an appropriate text structure that develops the argument’s logic; applies inductive or deductive structure. |
| Conventions | Demonstrates a well-developed command of standard English conventions; makes effective transitions between sentences and paragraphs to connect ideas. |

| Proficient |
| --- |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading materials to develop argument and a solid understanding of the content as presented in the prompt. |
| Controlling Idea | Establishes a credible claim and supports an argument or proposition that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim or proposition. |
| Development | Develops a reasoning process to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposition. (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure that develops logic and provides reasons; applies a deductive structure. |
| Conventions | Demonstrates a command of standard English conventions; makes transitions between sentences and paragraphs to connect ideas. |

| Not Yet |
| --- |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading materials to develop argument or proposition. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing. (L2) Attempts to acknowledge competing arguments. |
| Development | Lacks a credible logic or reasoning; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides a weak organizational pattern; composition is confusing. |
| Conventions | Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions. |