AP Persuasive Essay Rubric

Exemplary 4	Proficient 3	Needs Improvement 2	Unacceptable 1	Student Grade	Teacher Grade
 Informative intro, grabs attention, general to specific thesis Clear, concise arguable thesis, strong verb Clearly illicit precise and inventive ideas on topic 	 Informative intro, general to specific Wordy//awkward arguable thesis with strong verb Intelligent ideas, lacking originality 	 Disjointed intro, may be missing key info Thesis weak argument/weak verb Thesis may be hidden and it is up to the reader to discover 	 Intro vague or gaps in connection Thesis-no argument Introduction is based on generalizations without analyzing the question 		
 quotes provide meaningful evidence to support assertions Quotes are directly related argument 2 strong assertions per paragraph well prefaced passages all reflective comments Strong, appropriate transitional elements 	 most quotes provide meaningful evidence most quotes related to argument 2 meaningful AQC per paragraph Most quotes prefaced most comments reflective transitional elements 	 some quotes merely restate assertions Quote choice needs improvement comments restate assertions/some missing Insufficient development of ideas more transitional elements needed or some inappropriate ones 	 no quotes or examples or inappropriate ones Most quotes do not show connection to argument missing comments Poor or no discussion of quotes used. no transitional 		
 Body paragraphs clearly organized around separate ideas Strong topic sentences Summative conclusion, specific to general offers insight into argument Sophisticated, precise language engages reader Uses language to expresses complex ideas Varied sentence length /structure Lively active verbs 	 Most body paragraphs organized around separate ideas. Most topic sentence strong Conclusion specific to general needs to offer insight into argument Some complex vocabulary Sentence length/structure enhances flow. Lively active verbs Many strong adjectives 	 Insufficient body paragraph development to support thesis Weak topic sentences Conclusion not persuasive, may contain trite expressions (i.e. "In conclusion" or "In summary") Vocab may be simplistic Sentence length structure may be choppy May include colloquial expressions Some passive verbs 	 Body paragraphs summarize rather than analyze Paragraphs do not support thesis Conclusion missing Limited vocabulary Incorrect/ineffective sentence structure Run-ons/ fragments Mostly passive verbs Weak adjectives 		
Demonstrates critical thinking that is clear, logical, deep, broad, and relevant to the topic. Uses imagination to make clear connections with ideas Takes risks in writing to effective prove thesis.	Well- developed with more than adequate detail and may show depth in thinking and research. Makes connections without higher level of thinking Understands topic, but offers slight underdeveloped ideas	Possesses limited knowledge of subject, little substance, and weaknesses in development Analysis is general and lacks originality Represents slight misunderstanding of the topic and individual interpretation	Undeveloped ideas, does not form conclusions or exhibit critical thinking. Rambling generalizations that are loosely, if not at all, connected to the topic Paraphrases ideas instead of using any form of analytical thoughts		
 Displays overall accuracy in which errors do not compromise understanding of writing. 	 Displays few errors that do not compromise understanding of writing. 	 Displays many errors that compromise understanding of writing Uneven development in which grammar hinders the understanding of the topic 	 Displays glaring errors that seriously compromise understanding of entire piece. Inconsistent, if not any, control over the elements of writing Rambling 		
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