

# AP Persuasive Essay Rubric

Criteria	Exemplary 4	Proficient 3	Needs Improvement 2	Unacceptable 1	Student Grade	Teacher Grade
<b>Thesis &amp; main points</b>	<ul style="list-style-type: none"> <li>Informative intro, grabs attention, general to specific thesis</li> <li><b>Clear, concise arguable thesis, strong verb</b></li> <li>Clearly illicit precise and inventive ideas on topic</li> </ul>	<ul style="list-style-type: none"> <li>Informative intro, general to specific</li> <li>Wordy//awkward arguable thesis with strong verb</li> <li>Intelligent ideas, lacking originality</li> </ul>	<ul style="list-style-type: none"> <li>Disjointed intro, may be missing key info</li> <li>Thesis weak argument/weak verb</li> <li>Thesis may be hidden and it is up to the reader to discover</li> </ul>	<ul style="list-style-type: none"> <li>Intro vague or gaps in connection</li> <li>Thesis-no argument</li> <li>Introduction is based on generalizations without analyzing the question</li> </ul>		
<b>Quote Selection/ Integration</b>	<ul style="list-style-type: none"> <li><b>quotes provide meaningful evidence to support assertions</b></li> <li>Quotes are directly related argument</li> <li><b>2 strong assertions per paragraph</b></li> <li><b>well prefaced passages</b></li> <li><b>all reflective comments</b></li> </ul> <b>Strong, appropriate</b> transitional elements	<ul style="list-style-type: none"> <li>most quotes provide meaningful evidence</li> <li>most quotes related to argument</li> <li>2 meaningful AQC per paragraph</li> <li>Most quotes prefaced</li> <li>most comments reflective</li> </ul> transitional elements	<ul style="list-style-type: none"> <li>some quotes merely restate assertions</li> <li>Quote choice needs improvement</li> <li>comments restate assertions/some missing</li> <li>Insufficient development of ideas</li> <li>more transitional elements needed or some inappropriate ones</li> </ul>	<ul style="list-style-type: none"> <li>no quotes or examples or inappropriate ones</li> <li>Most quotes do not show connection to argument</li> <li>missing comments</li> <li>Poor or no discussion of quotes used.</li> </ul> no transitional		
<b>Organization &amp; Style</b>	<ul style="list-style-type: none"> <li>Body paragraphs clearly organized around separate ideas</li> <li>Strong topic sentences</li> <li>Summative conclusion, specific to general</li> </ul> <b>offers insight into argument</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sophisticated, precise language engages reader</li> <li><input type="checkbox"/> Uses language to expresses complex ideas</li> <li><input type="checkbox"/> Varied sentence length /structure</li> <li><input type="checkbox"/> Lively active verbs</li> </ul>	<ul style="list-style-type: none"> <li>Most body paragraphs organized around separate ideas.</li> <li>Most topic sentence strong</li> <li>Conclusion specific to general</li> </ul> needs to offer insight into argument <ul style="list-style-type: none"> <li><input type="checkbox"/> Some complex vocabulary</li> <li><input type="checkbox"/> Sentence length/structure enhances flow.</li> <li><input type="checkbox"/> Lively active verbs</li> <li><input type="checkbox"/> Many strong adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient body paragraph development to support thesis</li> <li>Weak topic sentences</li> <li>Conclusion not persuasive, may contain trite expressions (i.e. "In conclusion" or "In summary")</li> <li>Vocab may be simplistic</li> <li>Sentence length structure may be choppy</li> <li>May include colloquial expressions</li> <li>Some passive verbs</li> </ul>	<ul style="list-style-type: none"> <li>Body paragraphs summarize rather than analyze</li> <li>Paragraphs do not support thesis</li> </ul> <b>Conclusion missing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Limited vocabulary</li> <li><input type="checkbox"/> Incorrect/ineffective sentence structure</li> <li><input type="checkbox"/> Run-ons/ fragments</li> <li><input type="checkbox"/> Mostly passive verbs</li> <li><input type="checkbox"/> Weak adjectives</li> </ul>		
<b>Development: Incite &amp; Originality</b>	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		
<b>Format/Mechanics</b>	<ul style="list-style-type: none"> <li>Displays overall accuracy in which errors do not compromise understanding of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Displays few errors that do not compromise understanding of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Displays many errors that compromise understanding of writing</li> <li>Uneven development in which grammar hinders the understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Displays glaring errors that seriously compromise understanding of entire piece.</li> <li>Inconsistent, if not any, control over the elements of writing</li> <li>Rambling</li> </ul>		