**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. | |  |  |  |  |  |