|  |  |  |
| --- | --- | --- |
| **Organization and Progression** | **Score A** | **Score B** |
| The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. There is a clear position and creates an essay that is unified and coherent. Progression of ideas is logical and well controlled. | **4** | **4** |
| The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer establishes a clear position. The essay is coherent, though it may not always be unified due to minor lapses in focus. The writer’s progression of ideas is generally logical and controlled. | **3** | **3** |
| The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is weak or somewhat unclear. The progression of ideas is not always logical and controlled. | **2** | **2** |
| Organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is missing, unclear, or illogical. The writer’s progression of ideas is weak making the essay difficult to follow. | **1** | **1** |
| **Development of Ideas** |  |  |
| The development of ideas is highly effective. The argument is forceful and convincing; reasons and evidence used to support the position are specific and well chosen. The essay is thoughtful and engaging. The essay is developed in a manner that demonstrates a thorough understanding of the persuasive writing task. | **4** | **4** |
| The development of ideas is sufficient using specific and appropriate support. The essay reflects some thoughtfulness. The response to the prompt is original rather than formulaic. The essay is developed in a manner that demonstrates good understanding of writing task. | **3** | **3** |
| The development of ideas is minimal and the argument is superficial. The essay reflects little or no thoughtfulness. Response to the prompt is sometimes formulaic and demonstrates only a limited understanding of the persuasive writing task. | **2** | **2** |
| The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient. The writer’s response to the prompt is vague or confused. | **1** | **1** |
| **Use of Language/Conventions** |  |  |
| The writer’s word choice is purposeful and precise. Sentences are purposeful, varied, and well controlled. The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. | **4** | **4** |
| The writer’s word choice is, for the most part, clear and specific. Word choice usually contributes to the quality and clarity of the essay. The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Errors are few and do not affect the fluency/clarity of the essay. | **3** | **3** |
| Word choice may be general or imprecise. Sentences are awkward or only somewhat controlled. Demonstrates a partial command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors at times create minor disruptions in the fluency or meaning of the writing. | **2** | **2** |
| Word choice may be vague or limited. Sentences are simplistic, awkward, or uncontrolled. The writer has little/no command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage conventions which greatly impact fluency/meaning. | **1** | **1** |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class Per: \_\_\_\_\_**

**Title of Essay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NOTES**