

Persuasive (Argumentation) Scoring Guide

	4	3	2	1
Organization	The writing begins with a clear and concise thesis/claim. The body provides convincing support for the thesis with evidence and logic. The support is clearly and sensibly organized. The writing concludes with a call to action or a final thought. Effective and varied transitions are used throughout.	The writing contains a clear thesis/claim. The body provides support for this statement with evidence and logic. The support is organized. The writing concludes with a call to action or a final thought. Transitions are used when necessary.	The writing contains a thesis/claim, and the body provides support for this statement with some evidence. The support is organized, but the organization may need improvement. The writing may not conclude with a call to action or a final thought. Some transitions are used, but more are needed.	The writing lacks any real organization, and it may also lack a statement of opinion. Transitions may be used inconsistently or may be lacking
Elements of Persuasion	The writer primarily supports the opinion with facts, examples, reasons, and persuasive language. The writer anticipates and responds to opposing arguments. The writer builds a strong case for the opinion.	The writer supports the opinion mainly through facts, examples, reasons, or persuasive language. The writer anticipates and reacts to opposing arguments. The writer builds a case for the opinion.	The writer tries to support the opinion, but the evidence may be weak or hard to follow. More or stronger support is needed	The persuasive techniques may be limited, and the evidence may be undeveloped or hard to follow. More support is needed.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling	Errors in mechanics, usage, grammar, or spelling interfere with the audience's understanding of the process.	Serious and numerous errors in mechanics, usage, grammar, or spelling make understand the essay very difficult.
Style (Voice/Word Choice)	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates deep commitment to the topic. The writing is expressive, engaging, or sincere. Word choice is consistently precise and impactful.	A voice is present. The writer seems committed to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere.	The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is at time either inappropriate or ineffective. Many words are imprecise, redundant, or confusing.	The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. Word choices are mostly imprecise, redundant, or confusing.
Sentence Fluency	The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.	The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading.	The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread.	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread.