

Persuasive Research Rubric

| Criteria | Focus | Inquiry Process | Content | Organization | Style | Conventions |
|----------|--|---|---|--|--|---|
| 4 | Conveys accurate and in-depth understanding of position, task, and audience. | <p>Creates an initial thesis and expands or reevaluates it through research.</p> <p>Independently gathers and evaluates research to determine its relevance, accuracy, and point of view to the thesis statement.</p> | Supports the position clearly and fully with arguments that effectively incorporate and explain ideas and relevant evidence and convincingly refutes opposing viewpoints. | Skillfully establishes and maintains consistent focus on a clear thesis through logical structure with skillful use of transition words and phrases that convincingly support claims, evidence, and interpretations. | Creates a consistent, effective, and engaging tone through precise control of language, stylistic techniques, and sentence structures. | <p>Demonstrates sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing.</p> <p>Precisely cites sources when appropriate both within the text and/or a works cited/bibliography with no errors.</p> |
| 3 | Conveys accurate understanding of position, task, and audience. | <p>Creates an initial thesis and confirms or rewrites it through research.</p> <p>Independently gathers and evaluates research to determine its relevance and accuracy to the thesis statement.</p> | Supports the position with arguments that use ideas and relevant evidence and attempts to refute opposing viewpoints. | Asserts thesis and employs organizational structures, including logical sequence and transitions, to state and defend one's case. | Creates a consistent and/or effective tone through control of language, stylistic techniques, and sentence structures. | <p>Demonstrates consistent control of grammar, mechanics, spelling, usage, and sentence formation which allows for comprehension.</p> <p>Cites sources when appropriate both within the text and/or a works cited/bibliography with minimal errors.</p> |

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| <p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> | <p>Provides basic understanding of position, task, and audience.</p> | <p>Develops an initial thesis that drives the research.</p> <p>Independently gathers and evaluates research to support the thesis statement.</p> | <p>Attempts to support the position, but ideas and evidence are vague, repetitive, or unjustified.</p> <p>Acknowledges opposing viewpoints but makes no attempt to refute them.</p> | <p>States thesis and exhibits a basic logical structure but only makes a partial attempt to use transition words and phrases.</p> | <p>Creates a partially developed tone through control of language and sentence structure.</p> | <p>Demonstrates partial control of grammar, mechanics, spelling, usage, and/or sentence formation that somewhat hinders comprehension.</p> <p>Partially cites sources when appropriate both within the text and/or a works cited/bibliography</p> |
| <p style="text-align: center; font-size: 2em; font-weight: bold;">1</p> | <p>Provides flawed and limited understanding of position, task, and audience.</p> | <p>Develops an initial thesis with significant assistance.</p> <p>Gathers and evaluates research with significant assistance.</p> | <p>Attempts to support the position but lacks development of ideas and/or relevant evidence and makes no attempt to refute opposing viewpoints.</p> | <p>Provides a basic and/or unclear thesis with little follow-through on logical structure and minimal attempt to attend to transition words and phrases.</p> | <p>Creates an inconsistent tone because of partial control of language, stylistic techniques, and sentence structures.</p> | <p>Demonstrates minimal control of grammar, mechanics, spelling, usage, and/or sentence formation that makes comprehension difficult.</p> <p>Demonstrates inconsistent/limited use of citations both within a text and/or a works cited/bibliography.</p> |

**Note: If a student does not meet the level 1 criterion but has made an attempt, he/she does not receive a score of zero. Instead, the work should be returned for revision and resubmission.*