

Boston University School of Education

Persuasive Essay Scoring Rubric

Score	Description
1	<ul style="list-style-type: none"> ◆ Opinion. Paper is a statement of opinion, but no reasons are given to support the opinion, or the reasons given are inconsistent or unrelated to the opinion. ◆ Little or no awareness of audience and/or task. ◆ Errors in usage, grammar, and mechanics may interfere with communication.
2	<ul style="list-style-type: none"> ◆ Extended Opinion. Paper states opinion and gives reasons to support the opinion, but the reasons are not explained or the explanations given are incoherent or confusing. ◆ Limited awareness of audience and/or task. ◆ Errors in usage, grammar, and mechanics may be disproportionate to the length or complexity of the piece.
3	<ul style="list-style-type: none"> ◆ Elaborated Opinion. Paper states opinion and gives reasons to support the opinion, plus attempts to develop the opinion with further explanation. However, the explanations given are not developed. These reasons may include benefits or positive outcomes that will result from the desired action or position. These papers may also contain a brief reference to the opposite point of view. ◆ Simplistic use of vocabulary/language. ◆ Errors in usage, grammar, and mechanics may be disproportionate to the length or complexity of the piece.
4	<ul style="list-style-type: none"> ◆ Argument. Paper states opinion, gives reasons to support the opinion, plus explanations, with at least one explanation developed through the use of devices (such as personal experience, exemplification, sequence of events, cause and effect, comparison/contrast, classification, problem/solution, point of view, drawing conclusions). However, the argument is weak or unconvincing because the development of the reasons is thin, vague, illogical, inconsistent, repetitive, or disjointed. It may contain a brief summary of the opposite point of view. ◆ Acceptable use of vocabulary/language. ◆ Some errors in usage, grammar, and mechanics may be disproportionate to the length or complexity of the piece.
5	<ul style="list-style-type: none"> ◆ Developed Argument. Paper states an opinion and reasons to support the opinion. It also presents several clearly developed explanations in support of the argument. It demonstrates an awareness of audience through the use of voice and/or selection of effective supporting details. It may contain a summary of the opposite point of view. ◆ Logical organization. ◆ Appropriate use of language. ◆ Few errors in usage, grammar, and mechanics relative to length or complexity of the piece.
6	<ul style="list-style-type: none"> ◆ Elaborated Argument. Paper states opinion and reasons to support the opinion. It also presents well-developed explanations in support of the argument. It demonstrates an awareness of audience through the use of voice and/or selection of effective supporting details. It may contain a summary and refutation of the opposite point of view. ◆ Careful and/or subtle organization. ◆ Effective and/or rich language. ◆ Control of usage, grammar, and mechanics.

Sources:

National Assessment of Educational Progress, 1995.

New Hampshire Educational Improvement and Assessment Program, 1996.