**Persuasive Research Essay Rubric**

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| **Category** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-100%)** |
| **Knowledge**   * Establishes relevance * Has a clear thesis * Uses ethos, logos, and pathos effectively * Uses multiple patterns of development * Makes a proposal for change/action | -demonstrates limited knowledge of persuasive and research essay forms, conventions, and terminology  -demonstrates limited understanding of persuasive writing techniques and elements of rhetoric | -demonstrates some knowledge of persuasive and research essay forms, conventions, and terminology  - demonstrates some understanding of persuasive writing techniques and elements of rhetoric | -demonstrates knowledge of persuasive and research essay forms, conventions, and terminology  - demonstrates considerable understanding of persuasive writing techniques and elements of rhetoric | -demonstrates thorough knowledge of persuasive and research essay forms, conventions, and terminology  -demonstrates excellent understanding of persuasive writing techniques and elements of rhetoric |
| **Thinking**   * Researched evidence is thoughtfully chosen and presented * Ethical, logical, and emotional appeals are thoughtfully tailored to the specific audience * Patterns of development are thoughtfully selected * Proposal for change is feasible * Overall, the essay is persuasive | -Applies inquiry/research skills (analyzing, interpreting, and assessing information; forming conclusions) with limited success  - Ethical, logical, and emotional appeals are not tailored to the specific audience very well/ used with limited success  -Patterns of development are selected with limited evident thoughtfulness  -Proposal for change is lacking or not realistically feasible  -Overall, the essay is not very persuasive | -Applies inquiry/research skills (analyzing, interpreting, and assessing information; forming conclusions) with some success  - Ethical, logical, and emotional appeals are tailored to the specific audience somewhat well/ used with some success  -Patterns of development are selected with some evident thoughtfulness  -Proposal for change is somewhat realistically feasible  -Overall, the essay is somewhat persuasive | -Applies inquiry/research skills (analyzing, interpreting, and assessing information; forming conclusions) successfully  -Ethical, logical, and emotional appeals are tailored to the specific audience well/ used successfully  -Patterns of development are selected with evident thoughtfulness  -Proposal for change is realistically feasible  -Overall, the essay is persuasive | -Applies inquiry/research skills (analyzing, interpreting, and assessing information; forming conclusions) with brio  -Ethical, logical, and emotional appeals are tailored to the specific audience exceptionally well  -Patterns of development are selected with great evident thoughtfulness  -Proposal for change is realistically feasible and compelling  -Overall, the essay is highly persuasive |
| **Communication**   * Clearly speaks to an appropriate, specific audience * Communication is appropriately formal in tone * Ethos is established in the respect shown to the audience via proper language use | -communicates information and ideas with limited clarity and coherence  -communicates with a limited sense of audience and purpose and appropriate level of formality  -uses standard formal language conventions (grammar, syntax, punctuation, spelling) with limited accuracy and effectiveness | -communicates information and ideas with some clarity and coherence  -communicates with some sense of audience and purpose and appropriate level of formality  -uses standard formal language conventions (grammar, syntax, punctuation, spelling) with some accuracy and effectiveness | -communicates information and ideas with considerable clarity and coherence  -communicates with an adequate sense of audience and purpose and appropriate level of formality  -uses standard formal language conventions (grammar, syntax, punctuation, spelling) with accuracy and effectiveness | -communicates information and ideas with impressive clarity and coherence  -communicates with a strong sense of audience and purpose and an appropriate level of formality  -always or almost always uses standard formal language conventions (grammar, syntax, punctuation, spelling) |
| **Application**   * Thorough evidence of smart revision * Works Cited page formatted properly * Making connections with course themes and texts (novel, ISU book, or play) | -uses the writing process (planning, researching, drafting, editing and revising) with limited effectiveness  -uses MLA Formatting with limited effectiveness  -makes few or somewhat irrelevant connections to the course themes and texts | -uses the writing process (planning, researching, drafting, editing and revising) with some effectiveness  -uses MLA Formatting somewhat effectively  -makes some relevant connections to the course themes and texts | -uses the writing process (planning, researching, drafting, editing and revising) effectively  -uses MLA Formatting competently  -makes relevant connections to the course themes and texts | -uses the writing process (planning, researching, drafting, editing and revising) skillfully  -uses MLA Formatting effectively  -makes thoughtful and relevant connections to the course themes and texts |

**My thoughts on what I did well and what I could improve for future assignments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_