**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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_