

## Persuasive Essay : Position Paper

Teacher Name: **N Sledge**

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4 - Above Standards</b>	<b>3 - Meets Standards</b>	<b>2 - Approaching Standards</b>	<b>1 - Below Standards</b>	<b>Score</b>
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
<b>Focus or Thesis Statement</b>	The thesis statement clearly names the topic of the essay and outlines the main points to be discussed. The author's position is strongly and clearly stated.	The thesis statement names the topic of the essay. The author's position is stated	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

<b>Sequencing</b>	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
<b>Writing Mechanics</b>	Piece is clearly written with no grammar, spelling, punctuation, or capitalization errors.	Author paid attention to writing conventions; Minor errors do not distract from meaning.	Errors may be present and may slightly take away from the clarity; yet, the writer's meaning can be determined.	Errors make it difficult to read and/or understand the paper.	
<b>Closing Paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph and is followed by an effective summary of the essay body.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph and is followed by a summary of the essay body.	The author's position is restated within the closing paragraph, but not near the beginning. The essay body is not summarized.	There is no conclusion - the paper just ends.	

**Overall Score:** \_\_\_\_\_

**Comments:**