

NEBRASKA DEPT OF EDUCATION SCORING GUIDE FOR PERSUASIVE WRITING

	1	1+	2-	2	2+	3-	3	3+	4-	4
IDEAS/ CONTENT	<ul style="list-style-type: none"> creates no understanding of the writer's opinion/position severe digressions from the prompt lacks supporting examples, reasons contains no persuasive arguments 		<ul style="list-style-type: none"> creates a limited understanding of the writer's opinion/position some digressions from the prompt contains limited supporting examples, reasons arguments may not be logical 			<ul style="list-style-type: none"> creates a general understanding of the writer's opinion/position is generally focused on the prompt contains adequate relevant supporting examples, reasons arguments are acceptable 			<ul style="list-style-type: none"> creates a clear understanding of the writer's opinion/position is well-focused on prompt contains numerous, relevant supporting examples, reasons contains arguments that are distinctive and convincing 	
ORGANIZATION	<ul style="list-style-type: none"> structural development does not include an introduction, body, and conclusion sequencing is random pacing is awkward transitions are missing 		<ul style="list-style-type: none"> structural development of an introduction, body, and conclusion is incomplete sequencing is somewhat logical pacing is sometimes inconsistent transitions may be repetitious, predictable or weak 			<ul style="list-style-type: none"> structural development includes a functional introduction, body, and conclusion sequencing is functional and logical pacing is generally controlled transitions are generally effective 			<ul style="list-style-type: none"> structural development includes an effective introduction, body, and conclusion sequencing is thoughtful, logical and effective pacing is well-controlled transitions clearly show how ideas connect 	
VOICE/TONE	<ul style="list-style-type: none"> shows no commitment to the topic is not engaging tone is not appropriate for purpose and audience fails to anticipate the reader's questions 		<ul style="list-style-type: none"> shows limited commitment to the topic is occasionally engaging tone is sometimes not appropriate for purpose and audience anticipates a few of the reader's questions 			<ul style="list-style-type: none"> shows a general commitment to the topic is generally engaging tone is appropriate for purpose and audience generally anticipates the reader's questions 			<ul style="list-style-type: none"> shows a strong commitment to the topic is engaging throughout tone is appropriate and effective for the purpose and audience consistently anticipates reader's questions 	
WORD CHOICE	<ul style="list-style-type: none"> language is neither specific nor precise contains numerous misused or overused words and phrases overuse of clichés and jargon distract the reader 		<ul style="list-style-type: none"> language is occasionally specific and precise language is occasionally forced or contrived for the purpose and audience some clichés and jargon may distract the reader 			<ul style="list-style-type: none"> language is usually specific and precise language is generally appropriate for the purpose and audience generally avoids clichés and jargon 			<ul style="list-style-type: none"> language is specific and precise throughout language is natural and appropriate for the purpose and audience consistently avoids clichés and jargon 	
SENTENCE FLUENCY	<ul style="list-style-type: none"> sentences almost never vary in length or structure choppy, incomplete, rambling, or awkward phrases throughout fragments or run-ons distract the reader 		<ul style="list-style-type: none"> sentences occasionally vary in length or structure phrasing occasionally sounds unnatural fragments or run-ons, if present, may distract the reader 			<ul style="list-style-type: none"> sentences generally vary in length and structure phrasing generally sounds natural and conveys meaning fragments, if present, may add style 			<ul style="list-style-type: none"> sentences vary in length and structure throughout phrasing consistently sounds natural and conveys meaning fragments, if present, add style 	
CONVENTIONS	<ul style="list-style-type: none"> paragraphing is missing errors in grammar, usage, punctuation, and spelling throughout distract the reader 		<ul style="list-style-type: none"> paragraphing may be irregular errors in grammar, usage, punctuation, and spelling may distract the reader 			<ul style="list-style-type: none"> paragraphing is generally successful a few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- do not distract the reader 			<ul style="list-style-type: none"> paragraphing is sound grammar, usage, spelling and punctuation are mostly correct conventions—especially grammar and spelling—may be manipulated for stylistic effect 	

