

FHSU CORE Outcome 1.1A.1—Write a Persuasive Essay

	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency	Points
	1	2	3	4	
A clear and debatable thesis	No clear thesis.	Writer has a thesis, but it is too broad or too narrow, is not obviously debatable (more a statement of accepted fact), and/or is poorly worded.	Clear and debatable thesis (is neither too broad nor too narrow, is obviously debatable, and is clearly stated).	Significant and debatable thesis is exceptionally clear and well stated.	
Fully developed and supported ideas	Little or no development. Ideas are often stated and then dropped. Repetition/Restatement is confused with support.	Some evidence of development and support (examples, explanation, analysis, evidence, quotations, and the like), but important claims still lack full development/support.	Sufficient evidence of development and support throughout (examples, explanation, analysis, evidence, quotations, and the like).	All ideas are richly developed in exceptional depth.	
Clear organizational structure	Disorganized and hard to follow throughout.	Somewhat easy to follow with logical, persuasive organization and clear transitions—though at times the reader might be confused and/or the transitions might be lacking or inappropriate.	Easy to follow the writer’s logic and overall arrangement of ideas. Writer uses clear transitional devices such as transitions, effective repetition of key words, clearly labeled sections, and pronouns (e.g., <u>this</u> study).	Polished organization and coherence make this essay effortless to read.	
Effective consideration of opposing arguments	No opposing arguments are raised—or if they are, they are irrelevant and/or inconsequential.	Relevant and consequential opposing arguments are raised but are not adequately developed, not adequately addressed, or both.	Relevant and consequential opposing arguments are raised, adequately developed, and adequately addressed.	The most important opposing arguments are raised, thoroughly developed, and masterfully addressed.	

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Use of credible sources	No use of outside sources.	Use of outside sources, but with problems of quantity, quality (credibility), and/or presentation (clumsy handling).	Good use of sufficient credible sources (scholarly/expert, peer-reviewed, unbiased). Quotations are handled with skill. Paraphrases are accurate and focused.	Extensive and thoughtful use of highly credible outside sources—smooth incorporation of quotations and paraphrases.	
Appropriate documentation of sources	Either no documentation or seriously inadequate documentation. Plagiarism might be evident.	An accepted scholarly documentation style such as APA, MLA, CSE, or Chicago is applied, but with many errors.	An accepted scholarly documentation style such as APA, MLA, CSE, or Chicago is applied with reasonable accuracy.	An accepted scholarly documentation style such as APA, MLA, CSE, or Chicago is applied with near perfection.	
Consideration of a target audience	No evidence of audience consideration: word choice, sentence style, and content are possibly too informal or formal for the audience—or too jargon-filled or simplistic for the audience. Bottom line: the language and/or content seem inappropriate for the audience.	Some evidence of audience consideration: appropriate word choice, sentence style, and content overall—with many lapses.	Consistent evidence of audience consideration: appropriate word choice, sentence style, and content overall—with minor lapses only.	Style and content are exceptionally well tailored to the needs and interests of the target audience.	
Conventional grammar and mechanics	Frequent and serious errors keep pulling the reader's attention away from the essay's content.	Essay contains some errors, but readers are still able to focus on the writer's meaning without much trouble.	Essay might contain a few errors, but they don't significantly distract.	Masterful command of the conventions of standard written English—minor errors only, or perhaps no discernible errors whatsoever.	