

# Persuasive Essay

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

Memo: \_\_\_\_\_

5	100	<ul style="list-style-type: none"> <li>This essay is <b>very</b> well organized. (1a) The introduction has a good “hook”. The conclusion is strong. (1e)</li> <li>There are at least two <b>strong</b> reasons explained here and they are very convincing in support of the writer’s position. (1b)</li> <li>Strong, clear, fair rebuttal. (1b)</li> <li>The amount of detail and depth of explanation show you really know this subject very well. (1b)</li> <li>Used words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (1c)</li> <li>Established and maintained a formal style. (1d)</li> </ul>
	94	
4	85	<ul style="list-style-type: none"> <li>This essay is adequately organized. The introduction has a good “hook”. The rebuttal is clear.</li> <li>There are at least two reasons explained here and they are mostly convincing in support of the writer’s position.</li> <li>The evidence shows that you have a some command of this subject, but some more detail or explanation in depth would have helped.</li> <li>Used words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (1c)</li> <li>Established and maintained a formal style. (1d)</li> </ul>
	78	
3	71	<ul style="list-style-type: none"> <li>The reasoning is somewhat weak. One reason may be stronger than the other or there may be only one reason given. OR</li> <li>Your own reasoning was strong, but the rebuttal was weak.</li> <li>The explanations and the kind of depth or detail that would really show you have strong command of this subject are missing.</li> <li>This essay is organized, but there may be no real “hook” in the introduction and/or the conclusion is weak.</li> <li>Weakness in cohesion and style.</li> </ul>
	65	
2	58	<ul style="list-style-type: none"> <li>Weaknesses in organization.</li> <li>Reasoning is weak or illogical.</li> <li>Rebuttal may be missing, unfairly presented, or inadequate.</li> <li>Essay shows limited command of this subject.</li> <li>There are weaknesses in cohesion and style.</li> </ul>

## INFORMATION

- There is no credit for tasks scoring below level 2.
- The rubric is on a five-point scale to parallel the NYS essay rubrics.
- Conforms to the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 as noted above in the level 5 description.

# Social Studies Persuasive Essay Frame

## **INTRODUCTION:** Introduce the Issue

- Devise a strong “hook” sentence to capture the reader’s interest
- Summarize the issue and the background—show how well you understand this issue
- State your point of view
- Maintain a formal writing style throughout

## **PARAGRAPH 2:** Reason #1

- Provide a clear and convincing explanation of the first reason for your position.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

## **PARAGRAPH 3:** Reason #2

- Provide a clear and convincing explanation of the second reason for your position.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

## **PARAGRAPH 4:** Present the Opposing Claim and Rebuttal

- Present at least one opposing claim against your position. Present it fairly and completely.
- Provide a rebuttal to the opposing claim. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

## **CONCLUSION:** Wrap Up Your Position

- Echo the most important points and rebuttal
- Perhaps explain the consequences of not taking your position
- Perhaps end with a quote or memorable expression
- Perhaps describe the action the reader should take

## Rubric Information for Task: Persuasive Essay

This task has not yet been aligned to the state standardized test.

This rubric was aligned to New York State Intermediate Social Studies Test using standardized z-score equivalency procedure.

### NOTES:

- Both distributions are normal (fit empirical rule)
- Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure

$$z = (i - \bar{x})/s$$

$$\text{This Rubric } \bar{X} = \\ S =$$

$$\text{State Test } \bar{X} = 82.6 \\ S = 11.71$$

### APPENDIX

State Exam Score	Standard Score	This Task Score	This Task Standard Score	This Task Equivalent Score
65	-1.5	65		
71	-1.0	71		
85	0.1	85		
100	1.4	100		

N = **30**, a random sample of \_\_\_ scores

State test scores were 30 random scores from 87 scores over three consecutive years.