

Persuasive Essay Rubric – ACT

Score	Task	Position	Complexity	Development Ideas	Focus	Organization	Language	Sentence Structure	Conventions
6	Clear Understanding	Takes Position Offers Critical Context for Discussion	Examines Different Perspectives OR Evaluates Implications and Complications OR Responds to Counter-Arguments	Ample Specific Logical Elaborated	Clear	Clear Logically Sequenced Integrated Transitions Introduction and Conclusion are Well-Developed	Good Command Precise Words	Varied	Few If Any Errors Do Not Distract Reader
5	Clear Understanding	Takes Position Offers Broad Context for Discussion	Partially Evaluates Implications and Complications OR Responds to Counter-Arguments	Specific Logical Most Ideas are Elaborated General Statements Specific Reasons, Examples, Details	Maintained	Clear but predictable Logically sequenced Simple transitions Introduction and Conclusion are Generally Well-Developed	Competent Word Choice Sometimes Varied and Precise	Somewhat Varied	Few Errors Rarely Distracting
4	Understanding	Takes Position Offers Some Context for Discussion	Some response to counter-arguments	Adequate Some Specific Reasons, Examples, Details	Maintained Throughout Most of Essay	Apparent but predictable Some evidence of logical sequencing Simple transitions Introduction and Conclusion are Somewhat Developed	Adequate Appropriate Word Choice	Some Variety	Some Distracting Errors But Do Not Impede Understanding

Score	Task	Position	Complexity	Development Ideas	Focus	Organization	Language	Sentence Structure	Conventions
3	Some Understanding	Takes Position Does Not Offer Context for Discussion	Acknowledges Counter-Argument But Brief or Unclear	Limited Repetitious Limited Specific Reasons and Examples	General Topic Maintained But Specific Issue May Not Be Maintained	Simple Little or No Logical Sequencing Transitions are Simple and Obvious Introduction and Conclusion are Under Developed	Basic Control Word Choice is Appropriate	Little Variety	Errors May Be Distracting May Occasionally Impede Understanding
2	Weak Understanding	May or May Not Take a Position States Position But No Reasons to Support It Fails to Support Position	Little or No Recognition of a Counter-Argument	Thinly Developed If Examples – General and May Not Be Relevant Repetition of Ideas	General Topic Maintained But Specific Issue May Not Be	Some Indication of Structure Grouping Ideas in Part of the Essay Transitions Simple and Obvious Introduction and Conclusion are Minimal	Simple	Simple structure	Errors are Frequently Distracting Sometimes Impede Understanding
1	Little or No Understanding	If Position, No Support	May or May Not Take a Position States Position But No Reasons to Support it Fails to Support Position	Minimally Developed Excessive Repetition of Writer's Ideas or of Ideas in Prompt	General Topic Maintained But Specific Issue May Not Be	No Evidence of Structure No Logical Grouping of Ideas Transitions are Rare Introduction and Conclusion Not Present or Minimal	Simple	Simple	Errors are Frequently Distracting May Significantly Impede Understanding
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Adapted from ACT Rubric

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