

Nebraska Department of Education Scoring Guide for Persuasive Writing – Analytic – GRADE 11

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> • Writer conveys little opinion or position about the topic. • Content has many digressions from the topic. • Reasoning is unclear. • Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> • Writer conveys a limited opinion or position about the topic. • Content has some digressions from the topic. • Reasoning is somewhat logical and convincing. • Supporting examples or reasons are limited. 	<ul style="list-style-type: none"> • Writer conveys a general opinion or position about the topic. • Content is generally focused on the topic. • Reasoning is usually logical and convincing. • Supporting examples or reasons are adequate and relevant. 	<ul style="list-style-type: none"> • Writer conveys a clear opinion or position about the topic. • Content is well-focused on the topic. • Reasoning is logical and compelling. • Supporting examples or reasons are numerous and relevant.
ORGANIZATION 25%	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is effective. • Pacing is well-controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> • Writer demonstrates little commitment to the topic. • Voice is inappropriate for the purpose and audience. • Language is neither specific, precise, varied, nor engaging. • Writer fails to anticipate the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a limited commitment to the topic. • Voice is sometimes inappropriate for the purpose and audience. • Language is occasionally specific, precise, varied, and engaging. • Writer anticipates few of the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a general commitment to the topic. • Voice is generally appropriate for the purpose and audience. • Language is generally specific, precise, varied, and engaging. • Writer generally anticipates the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a strong commitment to the topic. • Voice is well-suited for the purpose and audience. • Language is specific, precise, varied, and engaging throughout. • Writer consistently anticipates reader's questions.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> • Sentences seldom vary in length or structure. • Phrasing sounds awkward and unnatural. • Fragments or run-ons confuse the reader. • Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> • Sentences occasionally vary in length or structure. • Phrasing occasionally sounds natural. • Fragments or run-ons sometimes confuse the reader. • Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> • Sentences generally vary in length or structure. • Phrasing generally sounds natural. • Fragments and run-ons, if present, do not confuse the reader. • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> • Sentences vary in length and structure throughout. • Phrasing consistently sounds natural and conveys meaning. • Fragments and run-ons, if present, are intended for stylistic effect. • Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.



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