

Persuasive Essay Assessment Rubric

Learning Objective: Students create a persuasive essay assignment about a topic of their choice

Grade Level: High School

The Prompt

Create a detailed assessment rubric for a **[grade level]** **[subject]** assignment on **[specific topic/skill]**.

The assignment requires students to: [brief description of what students will do]

Please include:

1. 4-5 criteria categories that align with the key learning objectives
2. 4 performance levels for each criterion (Beginning, Developing, Proficient, Exemplary)
3. Clear, specific descriptions for each level that avoid vague language
4. Student-friendly "I can" statements for each criterion
5. A simplified version that can be used as a self-assessment checklist before submission

The rubric should fit on one page and use language appropriate for [grade level] students.

Copy the prompt and fill in your grade level, subject and specific topic/skill and then paste it into either [ChatGPT](#), [Copilot](#), or [Gemini](#)

The Output

Persuasive Essay Assessment Rubric

Criteria and Performance Levels

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)
Thesis & Argument	Thesis is unclear or missing. No clear argument is presented.	Thesis is present but weak or vague. Argument is unclear or inconsistent.	Thesis is clear and presents a logical argument. Some points may need stronger support.	Thesis is strong, specific, and effectively guides the essay. Argument is compelling and well-developed.
Use of Evidence & Support	Few or no supporting details. Evidence is unrelated or missing.	Some relevant evidence is used, but connections to the argument are weak or unclear.	Evidence is relevant and generally supports the argument. Some points could be better explained.	Strong, relevant evidence is used effectively. All points are well-supported and clearly explained.
Organization & Coherence	Essay lacks clear structure. Ideas are disorganized and difficult to follow.	Some structure is present, but transitions are weak or missing. Ideas are somewhat clear but lack flow.	Essay is well-organized with clear introduction, body, and conclusion. Transitions help ideas flow.	Essay is exceptionally well-structured. Transitions are smooth, and ideas connect seamlessly.

Language & Style	Frequent grammar, spelling, or punctuation errors make reading difficult. Word choice is vague or inappropriate.	Some errors distract from meaning. Word choice is basic or inconsistent.	Few minor errors. Word choice is appropriate and enhances the argument.	Writing is polished and nearly error-free. Word choice is precise and engaging.
Persuasive Techniques	No use of persuasive techniques. Argument lacks emotional or logical appeal.	Some use of persuasive techniques (e.g., ethos, pathos, logos) but not always effective.	Effective use of persuasive techniques enhances the argument. Some areas could be stronger.	Persuasive techniques are skillfully applied, making the argument highly compelling.

Student-Friendly "I Can" Statements

1. **Thesis & Argument** – *I can write a clear and strong thesis that presents my argument.*
 2. **Use of Evidence & Support** – *I can use strong, relevant evidence to support my argument.*
 3. **Organization & Coherence** – *I can structure my essay so my ideas are clear and easy to follow.*
 4. **Language & Style** – *I can use proper grammar, spelling, and strong word choices to make my writing clear.*
 5. **Persuasive Techniques** – *I can use persuasive strategies to convince my audience.*
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Self-Assessment Checklist

- My thesis statement is clear and presents my argument.
- I used strong and relevant evidence to support my points.
- My essay has a clear introduction, body, and conclusion.

- ✓ I used proper grammar, spelling, and punctuation.
- ✓ I included persuasive techniques to strengthen my argument.