

## Six Traits of Writing: Persuasion

	Ideas and Development	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
4	Clearly states a position on the issue. Fully develops main ideas with evidence, examples, and explanations that are compelling. No irrelevant information.	Introduction clearly states position. Ideas logically sequenced. Transition sentences link ideas. Conclusion ties essay together and gives reader something to think about. Follows required format.	Strong sense of person and purpose behind the words. Brings issue to life.	Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.	Writes complete sentences with varied sentence patterns and beginnings	<i>Capitalization &amp; Punctuation</i> No errors. Indents paragraphs. <i>Grammar/Usage</i> 0–1 error  <i>Spelling</i> 0–1 error
3	States a position on the issue. Develops main ideas adequately with some evidence, examples, and explanations. Limited irrelevant information.	Introduction states position. Ideas mostly logically sequenced. Some linkage among ideas. Conclusion ties essay together. Follows required format.	Some sense of person and purpose behind the words. Sense of commitment to the issue. Text may be too casual for the purpose.	Words are correctly used but may be somewhat general and unspecific.	Writes complete sentences with some expansion. Limited variety.	<i>Capitalization &amp; Punctuation</i> 1 error. Indents paragraphs. <i>Grammar/Usage</i> 2 errors  <i>Spelling</i> 2 errors
2	Does not state a clear position on the issue and/or does not support main ideas with sufficient evidence, examples, and explanations. May be too repetitious or too much irrelevant information.	Introduction may not state a position. Ideas not logically sequenced. Transition sentences missing. Conclusion may be missing. Does not follow required format.	Little sense of person and purpose behind the words. Very little engagement with reader. Text may be too casual for the purpose.	Word choice limited. Words may be used inaccurately or repetitively.	Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.	<i>Capitalization &amp; Punctuation</i> 2 errors. May not indent paragraphs.  <i>Grammar/Usage</i> 3 errors  <i>Spelling</i> 3 errors
1	Does not address the prompt OR does not develop a position. Elaboration lacking or unrelated to the issue.	Text has no evident structure. Lack of organization seriously interferes with meaning.	No sense of person or purpose behind the words. No sense of audience.	Extremely limited range of words. Restricted vocabulary impedes message.	Numerous run-ons and/or sentence fragments interfere with meaning.	<i>Capitalization &amp; Punctuation</i> 3+ errors. May not indent paragraphs.  <i>Grammar/Usage</i> 4+ errors interfere with meaning  <i>Spelling</i> 4+ errors
Value						

Comments \_\_\_\_\_

---



---



---