# 5 Paragraph Persuasive Essay Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Above Level 31-40 pts</th>
<th>At Level 21-30 pts</th>
<th>Approaching 11-20 pts</th>
<th>Developing 0-10 pts</th>
<th>Pts</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose &amp; Form</strong></td>
<td>Essay demonstrates a strong focus and clear purpose in thesis statement. (to inform, summarize, compare etc.)</td>
<td>Clear main thesis that indicates purpose of essay.</td>
<td>Thesis is evident but supporting details in body paragraphs are only minimally supportive.</td>
<td>The main idea is sketchy and weakly developed. No clear thesis in introduction to indicate purpose</td>
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<tr>
<td><strong>Supporting Paragraphs</strong></td>
<td>The main idea is complex, sustained and fully developed in each body paragraph. Each body paragraph is very well developed with a strong topic sentence and creative and distinguished supporting details. Each body paragraph is developed with topic sentence and supporting details.</td>
<td>Each body paragraph sufficiently and relevantly supports thesis. Details in the body paragraphs weakly support topic sentences of paragraphs.</td>
<td>No topic sentences in body paragraphs. Insufficient writing in each paragraph. Evidence is unrelated to argument</td>
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<td><strong>Organization</strong></td>
<td>Organization of essay is logical &amp; creative Paragraphs that have a well linked beginning, middle and end. Excellent use of transitions within paragraphs and linking paragraphs. Essay is 5 paragraphs. Body paragraphs demonstrate a strong beginning, middle and ending. Clear use of transitions between paragraphs and within them.</td>
<td>Essay is 5 paragraphs. Attempts to give a beginning, middle and end with use of transitions in each paragraph.</td>
<td>Essay is 5 paragraphs. Attempts to give a beginning, middle and end with use of transitions in each paragraph.</td>
<td>Essay is not 5 paragraphs. Paragraphs have no clear beginning, middle or ending. No use of transitions.</td>
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<td><strong>Style</strong></td>
<td>Voice is clear, coherent and sustained. Vocabulary is more varied and appropriate for intended audience. Sentence variety is varied.</td>
<td>Voice is evident and consistent. Vocabulary is appropriate to the purpose of the writing. Effective use of some sentence variety.</td>
<td>Voice is recognizable, but weak and not consistent. Attempting to use creative and appropriate vocabulary.</td>
<td>No distinguishable voice. Vocabulary is simple but sufficient to convey basic ideas.</td>
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<tr>
<td><strong>Mechanics &amp; Spelling</strong></td>
<td>Writing is free of all conventional spelling and mechanical errors.</td>
<td>Writing has been well edited. Occasional spelling &amp; mechanical errors do not distract the reader.</td>
<td>Errors in spelling and mechanics that distract the reader.</td>
<td>No editing apparent. Many spelling &amp; mechanical errors.</td>
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**TOTAL POINTS**

**NOTES:**
ALWAYS READ THE DIRECTIONS CAREFULLY AND BE SURE THAT YOU ANSWER THE QUESTION!

Absolute DO NOTS of Writing an Essay

**DO NOT** use first and second person personal pronouns.

- I, me, you, we, us, etc.

**DO NOT** use "In this essay..." or "This essay will..."

- In this essay, you will see...
- In this essay, It will show...
- In this essay, I will tell you...
- This essay will...

**DO NOT** repeat a sentence using different words to make the essay “long enough.”

- The Stamp Act was one of the causes of the American Revolution.
- The American Revolution was caused by taxing the colonists with the Stamp Act.

**DO NOT** use words such as "stuff, like, etc." (The stamp Act was like a tax on legal documents), or other slang words.

**DO NOT** use vague sentences that make no sense if they were standing alone without the essay around it.

- They needed it to survive.
- He needed these things.

Instead, use:

- The Iroquois needed food to survive.
- Washington needed the weapons.

- Try not to use "they, he, these, there, etc." unless as a transition and referring to an antecedent. USE THE NAME, PLACE, OBJECT in a descriptive way!
DO NOT use "below" or "above" when explaining what has been discussed or what will be discussed in the essay.

- In conclusion, above are the reasons for the Boston Tea Party.
- Below, are ways women contributed to the Revolutionary War.

Instead, use:

- In conclusion, xxxxxx and xxxxxx are the reasons for the Boston Tea Party.
- xxxxxx and xxxxxx are the ways in which women contributed to the revolutionary War.

DO NOT use less than 3 sentences in a paragraph.

DO NOT use a person's first name unless you know them personally.

- George was a great president.

Instead, use:

- Washington was a great President.
- General Washington was a great President.

DO NOT misspell words---especially if they are spelled for you in the essay question.

DO NOT plagiarize.

- Do not copy any part of the essay. Use your own words.

DO NOT ask a question in your essay.

DO NOT begin a sentence with a conjunction.

- (for example: And, But, Because, etc.)

DO NOT use contractions in formal writing.