

Persuasive Writing: Research Based

6	5	4	3	2
Well-developed responses; writer uses strong persuasive language to address judges and opponents.	Developed responses; writer uses persuasive language to address judges and opponents.	Somewhat developed responses; writer uses some persuasive language to address judges and opponents.	Minimally developed responses; writer should be more persuasive with judges and opponents.	Undeveloped responses; usually brief with details just listed; writer's awareness of judges and opponents is limited.
Reasons fully elaborated with specific detail.	Reasons moderately well-elaborated with mostly specific details.	Reasons adequately elaborated with a mix of general and specific details.	Reasons have only a little elaboration; more general than specific details.	Mostly general details.
Fully addresses debate concepts, such as harms, significance, and solvency.	Addresses debate concepts, such as harms, significance, and solvency.	Addresses some debate concepts, such as harms, significance, and solvency.	Addresses few debate concepts, such as harms, significance, and solvency.	Does not address debate concepts, such as harms, significance, and solvency.
Includes specific and relevant information from research to support argument.	Includes specific information from research to support argument.	Identifies some researched information but does not explain its importance.	Does not include researched information.	Does not include researched information.
Strong organizational strategy.	Generally strong organizational strategy.	Satisfactory organizational strategy.	Some evidence of organizational strategy.	May be disorganized.
Fluent.	Moderately fluent.	Somewhat fluent.	Some awkwardness may be present.	May be awkward and confused.

Total: ____/30

Incorporating Research:

- Correctly uses quotation marks and signal phrases. (33 points)

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- Correctly uses parentheses to identify information source. (33 points)
- Includes Works Cited List / Bibliography. (33 points)