



Persuasive Essay : Investigative Report

Teacher Name: **Mrs. Kamps**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the group's solution to the Felix Mystery.	The position statement provides a clear statement of the group's solution to the Felix Mystery.	A position statement is present, but does not make the the group's theory clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence that support the position statement. The group anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence that support the position statement.	Includes 2 pieces of evidence that support the position statement.	Includes 1 or fewer pieces of evidence.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the group's theory.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the group's theory.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the group's theory.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive evidence is reported accurately.	Almost all supportive evidence is reported accurately. Any errors are minor and do not affect the overall quality of the report.	Some supportive evidence is reported accurately but there is at least one significant error.	Most supportive evidence is inaccurately reported.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the group's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the group's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the document seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the document seem very confusing.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the group's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The group's position is restated within the first two sentences of the closing paragraph.	The group's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the document.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Authors make no errors in grammar or spelling that distract the reader from the content.	Authors make 1-2 errors in grammar or spelling that distract the reader from the content.	Authors make 3-4 errors in grammar or spelling that distract the reader from the content.	Authors make more than 4 errors in grammar or spelling that distract the reader from the content.	

Capitalization & Punctuation	Authors make no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Authors make 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Authors make a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Authors make several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
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