**PCHS PRESENTATIONAL WRITING RUBRIC**

\*Those in red are for AP style persuasive essays that include 3 sources the students need to use to support their argument.

**5 HIGH (90-100)** A writing sample that **demonstrates excellence** Presentational Writing accomplishes the following:

* Effective treatment of topic within the context of the task
* Presents and defends the student’s own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
* Organized essay; effective use of transitional elements or cohesive devices
* Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
* Varied and appropriate vocabulary and idiomatic language
* Accuracy and variety in grammar, syntax and usage, with few errors
* Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
* *Integrates content from all three sources in support of the essay*
* *Demonstrates a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies*

**4 MID-HIGH (80-89)** A writing sample that **demonstrates command** in Presentational Writing accomplishes the following:

* Generally effective treatment of topic within the context of the task
* Presents and defends the student’s own viewpoint on the topic with clarity; develops a persuasive argument with coherence
* Organized essay; some effective use of transitional elements or cohesive devices
* Fully understandable, with some errors which do not impede comprehensibility
* Varied and generally appropriate vocabulary and idiomatic language
* General control of grammar, syntax and usage
* Develops mostly paragraph-length discourse with simple, compound and a few complex sentences
* *Demonstrates comprehension of the sources’ viewpoints; may include a few inaccuracies*
* *Summarizes, within limited integration, content from all three sources in support of the essay*

**3 MID** **(70-79)** A writing sample that **demonstrates competence** in Presentational Writing accomplishes the following:

* Suitable treatment of topic within the context of the task
* Presents and defends the student’s own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
* Some organization; limited use of transitional elements or cohesive devices
* Generally understandable, with errors that may impede comprehensibility
* Appropriate but basic vocabulary and idiomatic language
* Some control of grammar, syntax and usage
* Uses strings of mostly simple sentences, with a few compound sentences
* *Demonstrates a moderate degree of comprehension of the sources’ viewpoints; includes some inaccuracies*
* *Summarizes content from at least two sources in support of the essay*

**2 MID-LOW (60-69)** A writing sample that suggests **lack of competence** in Presentational Writing accomplishes the following:

* Unsuitable treatment of topic within the context of the task
* Presents, or at least suggests, the student’s own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
* Limited organization; ineffective use of transitional elements or cohesive devices
* Partially understandable, with errors that force interpretation and cause confusion for the reader
* Limited vocabulary and idiomatic language
* Limited control of grammar syntax and usage
* Uses strings of simple sentences and phrases
* *Demonstrates a low degree of comprehension of the sources’ viewpoints; information may be limited or inaccurate*
* *Summarizes content from one or two sources; may not support the essay*

**1 LOW (50-59)** A writing sample that **demonstrates lack of competence** in Interpersonal Writing accomplishes the following:

* Almost no treatment of topic within the context of the task
* Minimally suggests the student’s own viewpoint on the topic; argument is undeveloped or incoherent
* Little or no organization’ absence of transitional elements and cohesive devices
* Barely understandable, with frequent or significant errors that impede comprehensibility
* very few vocabulary resources
* Little or no control of grammar, syntax and usage
* Very simple sentences or fragments
* Demonstrates poor comprehension of the sources’ viewpoints; includes frequent and significant inaccuracies
* Mostly repeats statements from sources or may not refer to any sources