**Persuasive Letters**  
**Evaluation Rubric**

Student _________________________________________________________________ Grade ______
Teacher _________________________________________________ Date _______________________

**Directions:** Use the rubric to evaluate your students’ completed persuasive letters. To receive an exemplary score (4), a student’s work should reflect the criteria described below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Traits</th>
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| 4     | Planning and Implementation  
The writer’s ideas are clear, well organized, and well developed. |
| 3     | The persuasive letter . . .  
• is logically sequenced. |
| 2     | • begins with a strong lead that grabs readers’ attention, such as something unexpected, a quote, dialogue, or a question.  
• has a strong ending that makes the reader think about the author’s ideas.  
• includes different sentence types (statements, exclamation, questions). |
| 1     | Evidence of Genre Characteristics  
The persuasive letter . . .  
• indicates a specific audience.  
• states a strong position, or point of view.  
• makes a case using facts, concrete examples, and supporting evidence.  
• suggests solutions and actions.  
• uses emotional words to influence the reader.  
• contains words that show a tone of authority, knowledge, and conviction (voice). |
| 4     | Grammar, Usage, and Mechanics  
The persuasive letter includes . . .  
• complete sentences.  
• subject/verb agreement.  
• strong, active verbs.  
• noun/pronoun agreement.  
• correct punctuation (commas in greetings/closings).  
• correct capitalization (names, institutions, and geographical locations).  
• correct spelling. |

**Key:**  
1-Beginning  2-Developing  3-Accomplished  4-Exemplary

**Comments:**