Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Victim Impact Statement: Persuasive Essay Rubric**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Objectives** |  | **4 pts.** | **3 pts.** | **2 pts. Needs Some** | **1 pt. Needs Much** |  | **Pts.** |  |  |
|  |  | **Excellent** | **Good** | **Improvement** | **Improvement** |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  | The introductory paragraph | The introductory paragraph | The author has an interesting | The introductory paragraph |  |  |  |  |
|  | **Attention Grabber** |  | has a strong hook or | has a hook or attention | introductory paragraph, but the | is not interesting and is not |  |  |  |  |
|  |  | attention grabber that is | grabber, but it is weak, | connection to the topic is not | relevant to the topic. |  |  |  |  |
|  |  |  | appropriate for the audience. | rambling, or inappropriate for | clear. |  |  |  |  |  |
|  |  |  |  | the audience. |  |  |  |  |  |  |
|  |  |  | The position statement | The position statement | A position statement is present, | There is no position |  |  |  |  |
|  | **Position Statement** |  | provides a clear, strong | provides a clear statement of | but does not make the author's | statement. |  |  |  |  |
|  |  | statement of the author's | the author's position on the | position clear. |  |  |  |  |  |
|  |  |  | position on the topic. | topic. |  |  |  |  |  |  |
|  |  |  | Includes 4 or more pieces of | Includes 3 or more pieces of | Includes 2 pieces of evidence | Includes 1 or fewer pieces of |  |  |  |  |
|  | **Support for Position** |  | evidence (facts, statistics, | evidence (facts, statistics, | (facts, statistics, examples, real- | evidence (facts, statistics, |  |  |  |  |
|  |  | examples, real-life | examples, real-life | life experiences) that support the | examples, real-life |  |  |  |  |
|  |  |  | experiences) that support | experiences) that support the | position statement. | experiences). |  |  |  |  |
|  |  |  | the position statement. | position statement. |  |  |  |  |  |  |
|  |  |  | The conclusion is strong and | The conclusion is | The author's position is restated | There is no conclusion the |  |  |  |  |
|  |  |  | leaves the reader solidly | recognizable. The author's | within the closing paragraph, but | paper just ends. |  |  |  |  |
|  | **Closing paragraph** |  | understanding the writer's | position is restated within the | is not near the beginning. |  |  |  |  |  |
|  |  | position. Effective | first two sentences of the |  |  |  |  |  |  |
|  |  |  | restatement of the position | closing paragraph. |  |  |  |  |  |  |
|  |  |  | statement begins the closing |  |  |  |  |  |  |  |
|  |  |  | paragraph. |  |  |  |  |  |  |  |
|  |  |  | The author makes no errors | The author makes 1-2 errors | The author makes 3-4 errors in | The author makes more |  |  |  |  |
|  | **Grammar & Spelling** |  | in grammar or spelling that | in grammar or spelling that | grammar or spelling that distract | than 4 errors in grammar or |  |  |  |  |
|  |  | distract the reader from the | distract the reader from the | the reader from the content. | spelling that distract the |  |  |  |  |
|  |  |  | content. | content. |  | reader from the content. |  |  |  |  |
|  |  |  | All sentences are well- | Most sentences are well- | Most sentences are well- | Most sentences are not well- |  |  |  |  |
|  | **Sentence Structure** |  | constructed with varied | constructed and there is | constructed, but there is no | constructed or varied. |  |  |  |  |
|  |  | structure. | some varied sentence | variation in structure. |  |  |  |  |  |
|  |  |  |  | structure in the essay. |  |  |  |  |  |  |



**Total Points (24pts)**

Comments: