

## WRITING

### PERSUASIVE WRITING PROMPT

You will have approximately 60 minutes to plan, write, and proofread your response to this writing prompt:

**Your school district is considering a uniform policy for next fall. Consider the positives and negatives of uniforms and write to persuade the school board whether or not school uniforms would be an effective policy.**

#### Plan

**Before you write:**

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider topic, task, and audience.
- Think about what you want to write.
- Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

#### Write

**As you write:**

- State your side on school uniforms.
- Use enough convincing details that the school board will want to follow your suggestion; use examples and reasons to support your ideas.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body, and conclusion.

#### Proofread

**After you write:**

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Did you check for capitalization, spelling, sentence structure, punctuation, and usage errors?

# PSSA PERSUASIVE SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	CONTENT DEVELOPMENT	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
3	FOCUS	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	CONTENT DEVELOPMENT	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	ORGANIZATION	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	STYLE	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
2	FOCUS	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	CONTENT DEVELOPMENT	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	ORGANIZATION	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	STYLE	Limited control of language and sentence structures that creates interference with tone.
1	FOCUS	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	CONTENT DEVELOPMENT	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	ORGANIZATION	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent tone.