

## Michigan Merit Exam (MME) Persuasive Writing Rubric \*

6	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and maintains focus across the response. The position is supported thoroughly and consistently with specific, logical reasons and/or examples. The response may demonstrate insight and complexity by evaluating various implications of the position and/or by responding to arguments that differ from the writer's position. Organization is well controlled, with a logical sequence of reasons and strong transitions and relationships among reasons. The response shows a good command of varied, precise language that supports meaning. Few, if any, errors distract the reader.
5	The response takes a position on the issue in the prompt, shows clear understanding of that issue, and is focused through most of the response. The position is supported with specific logical reasons. The response may show recognition of complexity by partially evaluating implications of the issue, or by responding to arguments that differ from the author's position. Organization is generally controlled, with occasional lapses in sequencing and/or relationships among reasons. Language is competent and supports meaning. Errors are rarely distracting.
4	The response takes a position on the issue in the prompt, shows an understanding of that issue, and is generally focused. The position is supported adequately, and may be an uneven mixture of general and specific reasons. The response may show some recognition of complexity by responding to some arguments that differ from the writer's position. Some organization is evident in the sequencing and relationships of reasons. Language is adequate. Errors may distract, but do not interfere with meaning.
3	The response takes a position on the issue in the prompt, shows some understanding of the issue in the prompt, but may not remain focused. The position is supported with reasons that may be limited and/or repetitious. The response may also mention an argument that opposes the writer's position. Organization may be uneven, but there are clusters of sequenced and related reasons. Language may be limited. Errors may occasionally interfere with meaning.
2	The response takes a position, but shows little understanding of the issue in the prompt, or takes an unclear position. Support may be so minimal or unclear that organization may not be apparent. Language may be simple. Errors may interfere with meaning.
1	The response takes no position, or takes a position with no support, showing little or no understanding of the issue in the prompt. There is little or no evidence of an organizational structure, or of sequencing and connecting reasons. Language may be limited and contain errors that detract from meaning.
0	<div style="display: flex; align-items: center;"> <div style="width: 20px; text-align: center;">A</div> <div>Off topic</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; text-align: center;">B</div> <div>Written in a language other than English or illegible</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; text-align: center;">C</div> <div>Blank or refused to respond</div> </div>

\* This rubric will be used by two independent scorers to score the MME social studies response for persuasive writing. Two separate and independent scorers will score the MME social studies response for social studies content. They will be using the five-point social studies rubric that has been used for several years.