

Gifted English 10

Unit 1: At War with Ourselves and Others

FINAL Assessment: Persuasive Letter Rubric

Standard	Exceeding	Meeting	Nearing	Missing
<p>Understanding of Rhetoric ELACC9-10RI6: <i>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i></p>	<p>(40 points) Rhetorical techniques are used effectively throughout the insightful argument. Letter incorporates 8 rhetorical appeals (<i>ethos, pathos, logos</i>), one dominant that is apt for audience, AND 4 rhetorical strategies (repetition, questioning, figurative language, imagery). Counterargument is convincing and effective.</p>	<p>(30 points) Rhetorical techniques are used effectively at times in the reasonable argument. Letter incorporates 6 rhetorical appeals (<i>ethos, pathos, logos</i>), one dominant that is apt for audience, AND 3 rhetorical strategies (repetition, questioning, figurative language, imagery). Counterargument is reasonable.</p>	<p>(20 points) Rhetorical techniques are attempted but argument is superficial or unconvincing. Letter incorporates 4 rhetorical appeals (<i>ethos, pathos, logos</i>), one dominant that is apt for audience, AND 2 rhetorical strategies (repetition, questioning, figurative language, imagery). Counterargument is attempted and may be plausible.</p>	<p>(10 points) Rhetorical techniques are not attempted. Letter incorporates 2 rhetorical appeals (<i>ethos, pathos, logos</i>), one dominant that is apt for audience, AND 1 rhetorical strategy (repetition, questioning, figurative language, imagery). Counterargument is absent.</p>
<p>Use of Evidence ELACC9-10RI1: <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</i> ELACC9-10W7: <i>Conduct focused research to demonstrate understanding of subject under investigation.</i></p>	<p>(30 points) Letter cites and convincingly explains more than eight quotations from a variety of texts as evidence and incorporates research about psychology into the letter to support and enhance persuasive and compelling argument.</p>	<p>(22 points) Letter cites and proficiently explains more than six quotations from a variety of texts as evidence and incorporates research about psychology into the letter to support reasonable argument.</p>	<p>(15 points) Letter attempts to provide evidence, citing fewer than six quotations from limited texts as evidence and/or not explaining quotations effectively. Though some research into psychology is included, it does not effectively support argument.</p>	<p>(8 points) Essay fails to adequately support argument with evidence, providing minimal support from the texts as evidence (citing fewer than four quotations) and not explaining quotations.</p>
<p>Development of Ideas ELACC9-10W4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	<p>(30 points) Letter is well-developed. Ideas are logically organized and grouped together effectively, incorporating an engaging beginning, strong thesis, compelling explanations, unified paragraphs that are precisely focused, and convincing conclusion.</p>	<p>(22 points) Letter is sufficiently developed. Ideas are organized, establishing a competent beginning, clear thesis, paragraphs that are generally focused, and a suitable conclusion.</p>	<p>(15 points) Development of letter may be lacking, conveying an organization that is confusing or unclear. Introduction may be underdeveloped, thesis imprecise, paragraphs not developed or unified, and conclusion unclear.</p>	<p>(8 points) Development of letter is unorganized and confusing. Thesis is missing, and paragraphing is ignored.</p>
<p>Knowledge of Language ELACC9-10L3: <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></p>	<p>(30 points) Letter uses precise and effective language that is consistent and compelling for tone, purpose, and audience. At least 12 vocabulary words are used correctly.</p>	<p>(22 points) Letter uses clear language that is appropriate for tone, purpose, and audience. Correctly uses 10 vocabulary words.</p>	<p>(15 points) Language lacks precision and is inconsistent for tone, purpose, and audience. Correctly uses 8 vocabulary words.</p>	<p>(8 points) Language is vague and conveys tone that is inappropriate or distracting from the purpose and audience. Correctly uses 6 or fewer vocabulary words.</p>
<p>Application of Conventions ELACC9-10L1 & L2: <i>Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing or speaking.</i></p>	<p>(20 points) Spelling, punctuation, and capitalization are accurate. Sentence structure is varied; sentence types advance ideas and are apt for the persuasive purpose.</p>	<p>(15 points) Few errors in spelling, punctuation, and capitalization. Sentence structure is somewhat varied and aids persuasive purpose.</p>	<p>(10 points) Several errors in spelling, punctuation, and capitalization. Varied sentence structure is attempted but is not fitted to persuasive purpose.</p>	<p>(5 points) Errors in spelling, punctuation, and capitalization distract from interpretation or make analysis incomprehensible. Sentence types are repetitive and unvaried.</p>

Total _____/150