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| **Embedded Assessment 2** | **Writing an Argumentative Letter** |

**Assignment**

Think about a topic (subject, event, idea, or controversy) that you truly care about and take a position on it. Write an argumentative letter to convince an audience to support your position on the topic.

**Planning and Prewriting: Take time to make a plan for generating ideas and research questions.**

* What is a relevant topic that you care about and can take a position on?
* How can you use a prewriting strategy such as prewriting or webbing to explore your ideas?
* What questions will guide your research?

**Researching: Gather information from a variety of credible sources.**

* Where can you find sources, and how can you tell that the sources are credible and useful?
* Which strategies will you use to help you understand informational texts?
* How will you take notes by paraphrasing reasons and evidence and recording bibliographic information?

**Drafting: Write an argumentative letter that is appropriate for your task, purpose, and audience.**

* How will you select the best reasons and evidence from your research?
* Who is the audience for your letter, and what would be an appropriate tone and style for this audience?

**Evaluating and Revising the Draft: Create opportunities to review and revise your work.**

* During the process of writing, when can you pause to share with and respond to others?
* What is your plan to add suggestions and revision ideas into your draft?
* How can you revise your draft to improve your diction and syntax?
* How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

**Checking and Editing for Publication: Confirm that your final draft is ready for publication.**

* How will you check for grammatical and technical accuracy?

**Reflection**

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

* What were the strongest elements of your argument?
* How did you use emotional appeals to connect with your audience?

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**Scoring Guide**

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| **Scoring Criteria** | **Exemplary** | **Proficient** | **Emerging** | **Incomplete** |
| **Ideas** | The letter* supports a claim with compelling reasons, evidence, and commentary, including relevant facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos)
* avoids plagiarism by including proper and thorough citations.
 | The letter* supports a claim with sufficient reasons, evidence, and commentary, including adequate facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos)
* avoids plagiarism by including basic citations.
 | The letter* has an unclear or unfocused claim and/or insufficient support such as unrelated, weak, or inadequate facts, details, quotes, paraphrases, and rhetorical appeals (pathos, logos)
* includes partial or inaccurate citations.
 | The letter* has no obvious claim or provides minimal or inaccurate support
* lacks citations and/or appears plagiarized.
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| **Structure** | The letter* follows an effective organizational structure, including an engaging introduction and a thoughtful conclusion
* uses a variety of effective transitional strategies to create coherence.
 | The letter* follows a logical organizational structure, including an introduction with a hook and a conclusion that follows from the argument presented
* uses transitional strategies to clarify and link ideas.
 | The letter* follows a flawed or uneven organizational structure; may have a weak introduction and/or conclusion
* uses basic transitional strategies ineffectively or inconsistently.
 | The letter* has little or no organizational structure
* uses few or no transitional strategies.
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| **Use of Language** | The letter* uses persuasive and connotative diction
* demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage
* maintains an engaging and appropriate style and tone.
 | The letter* uses some persuasive and/or connotative diction
* demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage
* maintains an appropriate style and tone.
 | The letter* uses basic or weak diction
* demonstrates partial command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage
* maintains an inconsistently appropriate style and/or tone.
 | The letter* uses confusing or vague diction
* lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning
* has an inappropriate style and/or tone.
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