

Learning Targets: • I know what energy is, where it comes from, and how we use it.

- I can compare and contrast alternative fuels using research and text evidence.
- I can argue verbally and in writing for the use of a particular source of energy.

CRITERIA:	4: exemplary	3: accomplished	2: developing	1: beginning
Introduction (ideas, organization)	Engaging hook pulls the reader in. Introductory paragraph clearly lays out main arguments of essay. Thesis strongly and clearly states position and answers research question.	Focused and relevant topic sentence. Introductory paragraph provides overview of main arguments of essay. Thesis states position and answers research question.	Relevant topic sentence. Introductory paragraph includes some arguments in essay. Thesis statement may not directly answer research question.	No topic sentence, or unrelated to rest of the essay. Introductory paragraph does not give the reader an idea of the contents of the essay. No thesis statement, or does not answer research question.
Reasoning and Support (ideas, organization)	Four or more excellent reasons support the position. Reasons presented in logical order from weakest to strongest arguments, and maintain the interest of the reader. PEEL paragraphs used: evidence and explanations directly support each point. Relevant, quality details give the reader important information that goes beyond the obvious or predictable.	Three or more reasons stated, but arguments may be somewhat weak in places. Reasons placed in logical order from weakest to strongest. PEEL paragraphs used: evidence and explanations clearly related to each point.	Three or more reasons stated, but arguments may be somewhat weak in places. Some reasons not in a logical or expected order, which may distract the reader. PEEL paragraphs used sometimes: evidence and explanations only partially or vaguely related to each reason.	Fewer than three reasons are given, or are weak. Many reasons not in a logical or expected order. PEEL paragraphs not generally used: evidence and explanations for each reason are unclear or are not provided.
Conclusion (ideas, organization)	Conclusion is strong and makes readers understand the writer's arguments, what should be done, and why the issue is important.	Conclusion explains the writer's arguments and what should be done about it.	Conclusion sums up the essay, but does not help the reader understand the author's arguments more deeply.	No clear conclusion. The essay just ends.
Style (Sentence Fluency, Word Choice, Intent, Personal Voice)	All sentences well-constructed with varied structure. Creative word choice enhances the argument. Writer's intent, personality, and perspective are evident.	Most sentences well-constructed with varied structure. Word choice enhances the argument. Writer's intent is clear, and s/he is committed to the topic.	Most sentences well-constructed but have similar structure. Writer uses words that communicate clearly, but without depth. Accurate content but writer doesn't seem to engage with topic.	Sentences lack structure and appear incomplete, rambling, or awkward. Word choice is limited or incorrect. Writer seems uninvolved with topic and reader.

Name:

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Craftsmanship and Conventions	Writer makes no errors in capitalization, spelling, punctuation, or sentence structure so the paper is exceptionally easy to read. Follows formatting directions perfectly.	Writer makes a few errors in capitalization, spelling, punctuation, or sentence structure, but the paper is still easy to read. Follows most formatting directions correctly.	Writer makes several errors in capitalization, spelling, punctuation, and/or sentence structure that catch the reader's attention and interrupt the flow. Follows some formatting directions.	Writer makes numerous errors in capitalization, spelling, punctuation, and/or sentence structure that catch the reader's attention and greatly interrupt the flow. Does not follow formatting directions.
Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, revising, rewriting, and editing). Thoughtfully incorporates peer and teacher feedback with significant revisions.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, revising, rewriting, and editing). Incorporates most peer and teacher feedback to improve work.	Student devotes some time and effort to the writing process but was not very thorough. Incorporates some peer and teacher feedback.	Student devotes little time and effort to the writing process. Does not use peer and teacher feedback to improve the work

FORMATTING for PERSUASIVE ESSAY:

Instructions:

- Use the feedback from your peers and teacher to revise and strengthen your essay!
- Essay must include a title (properly capitalized, centered at the top of the document).
- ALL DRAFTS must be submitted via Google Docs (share with <rsheinbaum@denverjds.org>) or as an email attachment.
- When the final draft is due, turn in your SELF ASSESSMENT (on rubric), rough draft, peer feedback, and outline in class on the due date.
- Document specifications:
 - 14 point
 - Arial or Verdana font
 - Double spaced

<u>How to Double Space in Google Docs</u>

- 1) Highlight the entire document (PC: press CTRL and A; Mac: press COMMAND and A).
- 2) Click Format and choose Line Spacing, OR click the icon of a double-ended vertical arrow next to text (towards the end of the toolbar).
- 3) Select Double.

Notes: