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| --- | --- | --- | --- | --- | --- |
|  | **(G-good): Exceeds standards** | **(S-satisfactory):**  **Meets standards** | **(N-needs improvement):**  **Approaching standards, hasn’t met them yet** | **(U-unsatisfactory):**  **Attempting but not close to meeting standards** | **Score** |
| 1. **Position** | Position is clear, acknowledges complexity of issue, and why they are limited in their ability to have all evidence. | Position is clear, based on some evidence | Position is unclear | Position does not pertain to the prompt. |  |
| 1. **Elaboration** | Develops a very convincing position by describing multiple reasons for the opinions, well-supported by evidence. | Describing some reasons for the opinions, supported by evidence. | Has only one reason for their position, with some evidence. | The opinion is not supported with good reasoning or much evidence. |  |
| 1. **Analyzes text** | Cites text, explains what it means, and explains IMPLICATIONS of text. | Cites text, explains what it means. | Cites text without explaining the meaning. | Summarizes text without specifically citing text. |  |
| 1. **Counterclaims** | Addresses counter argument thoroughly and fairly, AND describes implications.  Explains why counterclaim is less convincing. | Addresses counter argument thoroughly and fairly.  Explains why counterclaim is less convincing. | Describes counterclaim.  Doesn’t successfully explain why counterclaim is less convincing. | Doesn’t address counterclaim. |  |
| 1. **Reading Comprehension** | Demonstrates clear understanding of the reading, explains where more information is needed and why | Demonstrates clear understanding of the reading, acknowledges missing info. | Misunderstands some information in text.  Does not refer to missing info. | Misunderstands most of the information. |  |
| 1. **Organization** | Uses persuasive essay format.  Conclusion includes implications | Uses persuasive essay format. Conclusion adds even more to argument. | Uses persuasive essay format. Conclusion simply restates argument. | Doesn’t use format. Conclusion missing or unclear |  |
| 1. **Language, Grammar, Spelling** | Proper language, engaging writing style, no errors in spelling/grammar | Proper language, few errors in spelling/grammar | Proper language, some errors in spelling/grammar | Some improper language, many errors. |  |

**Comments**: What are two **very specific** ways you can score more highly in the future?

Today you will perform a SELF-ASSESSMENT on your own persuasive essay.

How can you be successful if you aren't sure how you are being graded?

So, I have created a special opportunity for you. The City of New York provides a *rubric* to teachers, that we must use to grade persuasive essays. It is a complex document, but I rewrote it for you in simplified terms.

I have already graded your essays. You will carefully re-read your essay, and the comments I have made. Then we will meticulously read the rubric together. Then, you will grade your essay based on the rubric.

*If you come up with the same score as I did, I will give you full credit for your essay!* (unless the essay is incomplete)

In other words, even if your essay wasn't perfect, you will get the full 50 points IF YOU ARE ABLE TO ASSESS YOURSELF ACCURATELY.

What challenges might you encounter during this assignment?

What are two ways you can benefit from doing this assignment?