

NAME _____

Truth to Power: Writing Letters for Change Assessment Rubric

| CRITERIA | EMERGING 1 | PROGRESSING 2 | ACCOMPLISHING 3 | EXCEEDING 4 |
|--|--|---|--|--|
| PRESENTATION/ APPEARANCE | The letter contains many errors and is not engaging to the reader. | The letter has some errors, and is slightly engaging to the reader. | The letter is strong, has only minor errors, and is engaging to the reader. | The letter is ready for publication, free of errors, and is engaging to the reader. |
| CONTENT | The letter does not convey information or an idea relevant to themes explored in class, and does not call for a specific action. | The letter conveys a surface-level idea relevant to themes explored in class. An action is suggested, but is unclear. | The letter conveys ideas relevant to themes explored in class and calls for a clear action. Some additional research is presented. | The letter strongly conveys ideas relevant to themes explored in class and integrates ample research. The call for action is persuasive. |
| VOICE | No evidence of original, creative ideas. Student voice does not match purpose and audience. | Some evidence of original, creative ideas. Student voice is emerging and an awareness of audience is present. | Clear evidence of original, creative ideas throughout the work. Student voice matches purpose and audience. | The work includes original, creative ideas, combining themes explored in class with new ideas in novel ways. Voice matches purpose and audience and has an overall impact on the reader. |
| CONNECTION TO THE CENTRAL TEXT | The work does not connect to the central text or its themes in any way. | The work includes a superficial reference to the central text or its themes but does not dig deeper into the issue. | The work clearly incorporates the central text and its themes and shows some evidence of thoughtful interpretation. | The work reflects a sophisticated interpretation of the central text and its themes demonstrated by thoughtful use of allusions or direct quotes. |
| DEMONSTRATION OF ANTI-BIAS COMPETENCY | Student shows emerging understanding of the expectations in anti-bias standard _____. | Student is progressing toward the expectations in anti-bias standard _____. | Student meets the expectations in anti-bias standard _____. | Student exceeds the expectations in anti-bias standard _____. |