*Into The Wild*

Persuasive Letter Rubric

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Element** | **1 Inadequate** | **2 Adequate** | **3 Effective** | **4 Superior** |
| **Argumentation** | **Inadequately** incorporates appropriate and cogent arguments from media, reading, and experience blending at least two different types of logical appeals into a sophisticated argument | **Adequately** incorporates appropriate and cogent arguments from media, reading, and experience blending at least two different types of logical appeals into a sophisticated argument | **Effectively** incorporates appropriate and cogent arguments from media, reading, and experience blending at least two different types of logical appeals into a sophisticated argument | **Skillfully** incorporates cogent arguments from media, reading, and experience blending at least two different types of logical appeals into a sophisticated argument (cause and effect, definition, syllogism, compare and contrast) |
| **Research, Accuracy, and Insight** | Draws **inaccurate or highly debatable** information from one or more sources; does not acknowledge discrepancies. | Draws **debatable information from one or more sources** including *Into the Wild*; may identify or acknowledge discrepancies. | **Synthesizes accurate and ap**t information from one or more sources including *Into the Wild* ; identifies and acknowledges discrepancies. | **Expertly synthesizes convincing information from multiple source including** *Into the Wild*; identifies and acknowledges complexities, discrepancies. |
| **Organization and Structure** | Inadequate organization**; may lack clear development,** focus, or connection between ideas | Paragraphs and sentences flow in **an adequate fashion;** may be some rambling or lack of clear pattern | Paragraphs and **sentences flow in an effective fashion;** logical organization of paragraphs | Paragraphs and **sentences flow in a sophisticated fashion**; logical organization of paragraphs |
| **Voice** | The text **does not incorporate the individual voice**; writing is generic. | **Portions** of the text incorporate the individual voice. | Text incorporates the **individual voice in sentence variety and style**. | Text highlights the **individual voice in sentence variety and style.** |
| **Grammar, Mechanics, and Formatting** | **Major flaws** in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Format is incorrect or missing major elements. | Several **minor flaws in** the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Minor flaws in paper format. | **Demonstrates an understanding of proper English** usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Basic formatting (double space, MLA Header, etc.) | **Demonstrates** a **sophisticated command of usage and control of** grammar of grammar, sentence and paragraph structure, diction, and syntax.  Appropriate formatting (double space) |

**TOTAL: \_\_\_\_\_\_\_\_\_\_/100 Summative**