

**Letter to the Editor – Persuasive Essay**

Outline Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rough Draft Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Copy Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Write a one page letter to the editor, using the proper format (see notes and examples)
* Your letter should clearly state your opinion and support it with evidence
* You should include a “call to action”
* The letter to the editor will be assessed in the writing strand, using the rubric on the reverse.
* When you submit your final copy, please be sure to include the following:
  + Letter to the Editor Outline and other rough work
  + Letter to the Editor Peer Review Sheet
  + Final copy of letter – double-spaced, 11 or 12 pt. font

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| **Categories** | **50-59%**  **(Level 1)** | **60-69%**  **(Level 2)** | **70-79%**  **(Level 3)** | **80-100%**  **(Level 4)** |
| **Knowledge and Understanding** - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
|  |  | | | |
| **Understanding of content**  (Fact, opinion, reply balance) | demonstrates limited understanding of content | demonstrates some understanding of content | demonstrates considerable understanding of content | demonstrates thorough and insightful understanding of content |
| **Thinking** - The use of critical and creative thinking skills and/or processes | | | | |
|  |  | | | |
| **Use of planning skills**  Use of planning structures, research, and rough work on time. | uses planning skills with limited effectiveness | uses planning skills with moderate effectiveness | uses planning skills with considerable effectiveness | uses planning skills with a high degree of effectiveness |
| **Communication** - The conveying of meaning through various forms | | | | |
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| **Communication for different audiences and purposes** (e.g., use of appropriate style, voice is overly polite while strong and assertive.) | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| **Use of conventions** (e.g., grammar, spelling, punctuation, usage), | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

Great

Work on by …