To show proficiency in the writing learning targets, write a persuasive essay in which you take a stand about our daily chant. Is our mantra true or false? Take a position and prove a stance in a persuasive essay. Cite evidence from the various texts that we have encountered this unit: *Frankenstein*, “The Euphio Question,” “The Lorax,” and multiple science-related articles. Here are the steps to task if you are confused:

1. Re-read the directions (AND THE LIST BELOW THE RUBRIC) and “talk to the text” to highlight key elements of the prompt (just like we have done with ACT writing prompts); if that doesn’t remove your confusion, do the next step.
2. Take a few seconds to focus, concentrate and think about all that we have done with our thematic daily chant, and how you can use that practice to accomplish this task. Then, re-read the directions again; if that doesn’t remove your confusion, do the next step.
3. Have some more grit and repeat steps one and two; if that doesn’t remove your confusion, do the next step.
4. Consult Mr. Foster with a specific, focused question-not just “Can you help me?” or “I don’t get it.” If that doesn’t remove your confusion, do the next step.
5. Try your best; believe in yourself; gain confidence from the fact that Mr. Foster will return this assessment with helpful feedback and you will be able to revise this summative assessment (if you are not the ICU list).

You will be graded using the rubric below. This is your summative assessment. It’s game time! It’s a great day to succeed! The “best work” final draft of this assignment is due, hand-written, double-spaced, with writing only on the fronts of pages at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **You will have an opportunity to revise all or parts of this summative assessment if, and only if, you are NOT on the ICU list at the time of this summative assessment.** If you do not complete all parts of this summative by the due date, you will earn an “I” (“Incomplete”) as a final grade for the second trimester.

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Position** = Did I take a clear position on the issue? Did I prove a **thesis**? | **I can make my** position very clear beyond teacher expectations. My reader is completely convinced my position is true in a profound way. | **I can make my** position clear consistently. My reader is pretty certain my position is true. My argument is apparent and believable. | I can make my position fairly clear. My reader is partially convinced my position is true. Some aspects of my claim are confusing or unclear. | **I struggle to make my position obvious.** My reader is not convinced my position is true. I require teacher assistance to provide a clear claim. |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to  make my thesis **obviously**  true beyond teacher  expectations; my  transitions are **smooth,**  **mature, varied &artistic.** | I can structure ideas to  **make my** thesis true  consistently; my transitions  are **clear, obvious and**  **useful** on a consistent  basis | My structure **implies** that  my thesis true; **some of my**  transitions help move  between ideas.My reader  has to infer my flow of  ideas. | My structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective**. I require  teacher assistance to  organize my thoughts. |
| **Support** = Did I use accurate and relevant **evidence** to support claims and/or counter claims? | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. |
| **Produce writing** that  follows convention:  accurate **grammar**,  punctuation, & mechanics | **I can** display an a**dvanced**  use of Standard American  English grammar,  punctuation & mechanics. | **I can** display a s**ufficient**  control over Standard  American English grammar,  punctuation & mechanics. | **I can only** display an  **inconsistent or partial**  control over grammar,  punctuation & mechanics. | **I have** multiple miscues  in grammar, punctuation  & mechanics; my **errors**  **distracted from meaning** |

**Here are the most common errors from juniors that completed this summative assessment in the past:**

1. Many transitions were lacking or misleading or ineffective…think about the purpose of the paragraph you are about to write and how it is related to the previous paragraph, then choose an appropriate transition, ideally a transitional sentence, not just a basic, elementary transitional phrase like “In addition.”
2. There was not an abundant amount of specific evidence…cite evidence from at least three of the texts mentioned above; Frankenstein needs to be one of them. Each body paragraph needs at least one detail from the text to show proficiency in the “support/evidence” learning target
3. Punctuate text titles correctly: Frankenstein, “The Euphio Question” “The Lorax”
4. Topic sentences should have three parts: transition (hopefully a complex sentence and not an elementary first trimester transitional phrase), thesis idea (Chant is true) and reason (Victor experienced pain from not following it)
5. Your structure should have been: intro, pro #1, counter-argument, rebuttal, pro #2 and conclusion
6. Be specific in your word choice. Use zero grave yard words. Add adjectives and adverbs to make your writing more engaging.
7. List the two pro argument reasons in your introduction. A mature way to do this is have your thesis be a complete sentence and then end it with a colon to list the two pro reasons, such as “Examples depicting how humans shouldn’t execute every task they are capable of are abundant in literature: Shelley’s Frankenstein and Konnegut’s Euphio.”
8. Everything that happened in the text is in the past. Show tense agreement by having all text actions in past tense. “Victor chose” or “Lew was asking”
9. Yes, it is important to mention text details to prove each topic sentence and eventually your thesis. However, several students just summarized the text. This was a persuasive essay that asked you to prove a thesis, not an expository text that asked you to paraphrase. Summarizing is not thesis proving.
10. Make sure your counter argument isn’t too strong. Use “soft words” like “it is possible that” or “some may say”
11. **TADa = How exactly do the examples prove the topic sentence and, as a result, the thesis? Start a sentence with a cause and effect transition and make it clear how the specific text evidence proves that topic sentence true. Please, for the love of everything that is sacred in this world, add 2-4 sentences at the end of each body paragraph that explain how the examples in the paragraph depict how the topic sentence (and thesis) is true.**

Transition Practice: I can **organize** my thoughts in an effective manner that makes my ideas flow together easily in order for my reader to clearly understand and be entertained.

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| **Basic, elementary transition, appropriate 1st trimester** | **Mature, complex transition,**  **appropriate for 2nd trimester** |
| First, | One of the most…  Keeping this idea in mind, one of the… |
| Finally,  Lastly, In conclusion, | A final way that…  Summarily, Therefore, |
| Also, Next,  In addition, | While (those ideas are true), (another idea is also true). |
| However,  In contrast,  Contrarily,  On the other hand, | Even though (C.A. may be true), (rebuttal is more true).  Despite the fact that (C.A. may be true), (rebuttal is more true). |

**Review the following sentences. They have acceptable first trimester transitions and are written grammatically correct. Revise them so that the transition are more mature and more appropriate for second trimester.**

1. Also, mirthful and successful students depict grit.
2. However, it is possible that by failing forward students may ignore the importance of formatives.
3. On the other hand, formatives help build the skills necessary to succeed on the summative assessment.
4. First, a student’s “wolf” demeanor is determined by the type of energy he or she “feeds” it.
5. Finally, it is clear Mr. Foster cares about more than students’ grades because of the life lessons he teaches.