**Satire/Swift Summative Assessment revision**

**Reading Learning Targets Text:** <http://www.momentmag.com/how-does-satire-influence-politics/>

The directions to revise are simple: “show me”. By this I meant to demonstrate in any appropriate way (writing, power point, prezi, vlog, weebly, etc.) that you are proficient in main ideas/details, infer, author’s craft and theme by using the text at the link above. Basically analyze each learning target in a clear, organized format that makes your proficiency clear.

**Writing Learning Targets:** To show proficiency in the writing learning targets, write a persuasive satirical piece that criticizes a contemporary topic that is relevant to a present day teenager. Mr. Foster is purposefully only giving you these directions and the rubric below. Part of this assessment is to see if you can accomplish this task under these parameters.

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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 transitionsare **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 provesmy 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** |

**Vocabulary Learning Target:** Write a classroom appropriate text about any topic you choose. Within this writing, effectively incorporate, don’t “force,” all of our satire vocabulary words in context correctly. Pay special attention to the part of speech of each word.