

Review the criteria outlined in the rubric. Then read one of the letters and write down any comments related to the quality of the letter. Finally, circle the boxes on the rubric that match the quality level for each criteria.

Criteria	Quality			
	1	2	3	4
<b>Goal</b>	Does not persuade publisher to provide more information	Attempts to persuade publisher, but indirectly	Persuades publisher to provide more information	Makes a clear, strong, and persuasive argument to publisher
<b>Tone</b>	Tone is negative and not appropriate for a publisher	Tone is positive but too informal for a publisher	Tone is positive and appropriate for a publisher	Tone is positive, appropriate, and particularly thoughtful
<b>Beginning</b>	Introduction does not frame the issue	Introduction frames the issue but indirectly	Introduction frames the issue	Introduction frames the issue in an interesting way
<b>Middle</b>	Writer does not support argument with reasons	Writer's reasons are either insufficient or not specific	Writer gives three good reasons for argument	Writer includes at least three specific and compelling reasons
<b>End</b>	Conclusion to letter is missing	Conclusion does not support main argument	Conclusion supports argument	Conclusion clearly states argument and invites specific action
<b>Form</b>	No evidence of revision or careful editing	Letter has been edited or revised quickly	Sentences flow naturally, very few mistakes	No errors found, shows careful editing

After you have assessed the student letters, think about the questions below.

1. What did you learn from assessing the letters?
2. What advice would you give each student for next steps?