**Dangerous Stories Unit II** **Writing Assessment:** What do YOU believe?

**Prompt: *To what extent should we consider Johnny and Tyrone responsible for the death of Eric Morse?***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Not responsible for the death of Eric Morse | ………… | Somewhat responsible for the death of Eric Morse and deserve ….?... | ……… | Fully responsible for the death of Eric Morse and deserve to spend\_\_\_yrs. in jail |

The major writing assessment for this unit is asking you to respond to the prompt and determine **to what extent we should consider Johnny and Tyrone responsible for the death of Eric Morse.**  Your job is to develop a **\*sound argument** and justify your position **using evidence and logical reasoning.**

\**Effective thesis that clearly states your position + evidence + logical reasoning =* ***sound argument***

**Goal:** To demonstrate mastery of argument writing and develop an effective essay that responds to the prompt

**Role:** You are an outstanding freshman writer who can deliver an effective, sound argument

**Audience:** Survey of Literature teacher and peers

**Situation:** Develop an effective, sound argument and write an essay for your Survey of Literature teacher, peers, and school community that addresses the prompt and “the danger of a single story.”

**Product:** An essay that presents a well-developed argument and…

* Proposes a definitive thesis that serves as a road map for reader:
  + Develops a clear, effective, sound argument, *i.e.,* takes a stand!
* Develops position with examples and evidence from class texts.
* Effectively addresses purpose and audience
* Incorporates academic vocabulary
  + Argument writing language:
    - “In order to consider whether someone is responsible for his/her actions, we need to consider…”
    - “Some might argue…However…but if…then…Therefore”
  + Danger of a Single Story vocabulary (at least **2**)
  + Facing History and Ourselves vocabulary (at least **3**):

|  |  |  |
| --- | --- | --- |
| Identity | Community | Universe of Obligation |
| Perpetrator | Bystander | Upstander |
| Membership | Bear witness | Choices |

**Standards:**

|  |  |
| --- | --- |
| **Common Core Writing** CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | **Common Core Reading** CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**Argument Essay Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Assessment Criteria** | **Exemplary 5** | **4** | **Proficient 3** | **2** | **Developing 1** |
| **Claim**: The scholar-artist introduces a clear, arguable claim that can be supported by reasons and evidence. | The scholar artist introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim |  | The scholar artist introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim. |  | The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position. |
| **Development**  The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument. | The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence. |  | The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion expresses a relationship between the claim and evidence. |  | The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position. |
| **Organization**  **Paragraph** construction, structure, logic, flow, etc. | The text is carefully organized into well-developed paragraphs. Every paragraph builds the case by articulating, developing, and supporting the claim. |  | There is some effort to organize the essay into paragraphs that support the claim. |  | The essay is not organized into paragraphs. |
| **Formatting: MLA** | 0 Errors |  | 2 Errors |  | 4 or more errors |
| **Word Count** | 500 | <500 | <400 | <350 | 300 or fewer |