

Letter to the Director Rubric

Categories	4	3	2	1
Reasoning	<i>The student:</i>			
Complexity of ideas	develops ideas fully to create greater understanding.	writes and develops ideas of some complexity.	writes and develops a variety of simple ideas.	writes a few simple, undeveloped ideas.
Number and relevance of supporting details	supports his or her point of view fully with relevant facts.	supports his or her point of view with relevant facts.	provides some supporting evidence for his or her point of view.	provides very few facts supporting his or her point of view.
Communication	<i>The student's letter:</i>			
Purpose (to express an opinion in a letter to the director)	is very persuasive.	is persuasive.	attempts to persuade.	states facts.
Voice (opinion)	contains an opinion or point of view expressed clearly and convincingly.	contains an opinion or point of view expressed clearly.	contains an opinion somewhat clearly expressed.	contains no clear opinion or point of view.
Clarity and precision of ideas	contains all or almost all ideas and facts clearly and concisely stated.	contains ideas and facts that are mostly clearly stated.	contains some ideas and facts clearly stated, but which may be repetitive.	contains few ideas and facts clearly stated.
Organization	<i>In the student's letter:</i>			
Overall structure (intro, body, conclusion)	the organization supports the purpose and enhances the argument.	the organization is logical and appropriate.	there is some evidence of a structure or organization.	there is no clear overall structure or organization.
Grammar	<i>In the student's letter:</i>			
Grammar, spelling, punctuation	there are practically no errors or omissions.	there are only a few minor errors or omissions.	there are several minor errors or omissions.	there are several major errors or omissions.