

Rubric for Letter

| Criteria | Excellent 4 | Competent 3 | Good 2 | Needs Work 1 |
|---|---|--|--|---|
| Message: The extent to which the message advocates a healthy position or outcome. H 1,3 NHES: Advocacy CDOS 3a:1,3 | <ul style="list-style-type: none"> • Convincing, clear message • Well-supported with facts • Clearly advocates for healthy outcome • Selects a clearly appropriate recipient for the letter | <ul style="list-style-type: none"> • Clear message • Uses some facts to support position • Suggests a healthy outcome • Selects an appropriate recipient for the letter. | <ul style="list-style-type: none"> • Message is somewhat clear • Few facts to support position • Suggested outcome not clearly related to facts used • More appropriate recipient needed | <ul style="list-style-type: none"> • Message is vague and unclear. • Position not supported with facts. • Suggested action does not clearly promote health • Selects an inappropriate recipient |
| Mechanics: The extent to which the student uses standard English, precise vocabulary, and effective presentation. ELA 3 | <ul style="list-style-type: none"> • Uses correct spelling and grammar • Well planned; organized • Neatly written • Easy to read • Completed on time | <ul style="list-style-type: none"> • Errors are few and do not detract from the message • Planning is evident • Organized • Neat • Completed on time | <ul style="list-style-type: none"> • Lacks organization • Errors interfere with message • Little evidence of planning • Completed on time | <ul style="list-style-type: none"> • Numerous errors in grammar and spelling • Difficult to understand the message • Messy • Did not meet the deadline |