

PROCESS TASK THREE

Class Creation of a Rubric and Application

Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic.
3. Provide constructive ideas and feedback when working with others.

Task

Through our activities and discussions in class, you have learned how a persuasive essay is constructed and the breakdown of each part (e.g., introduction, body paragraphs, and conclusion). You have been given the chance to practice writing your own paragraphs, done some self-reflection, and been provided with some feedback, thus developing an idea of what you believe makes a "good" essay.

The three corners of the room are labeled: introductions, body paragraphs and conclusions. The groups who analyzed and ranked each part of the persuasive essay the other day are going to meet in their designated corner. Using the sample paragraphs, returned organizers, and thinking about our justification journal and rationale for ranking our samples, together, each group is going to brainstorm qualities of a "good" essay part (introduction, body paragraph, and conclusion). These qualities will be recorded on the butcher paper in the group's location.

Start off by making short individual lists, and then discuss what you had in common and why certain qualities are important. This discussion is another opportunity to give peer feedback. Select one recorder to write a list of the top qualities your group believes are necessary for a "good" example of your essay part. I will be walking around to check in on how you are doing.

I will give you a ten minute warning to allow you a chance to wrap up and star your top **five qualities**. Then you are going to share your lists with the rest of your class. We will discuss each list and narrow them down some more, creating key criteria each essay part should include and its highest level of quality. I will help shape these criteria and our discussion of levels into a rubric.

Tomorrow you will each get a copy of the rubric and help me edit it, offering feedback and suggestions if necessary. I will adjust the rubric based on common consensus and we will vote on whether or not we will adopt it for our future writing assignments (mostly our essay work).

Criteria

- The group cooperates to complete the task and offer each other constructive feedback through their discussion about paragraph qualities
- All group members' names are on the list
- The list is comprehensive and the top five qualities are starred

Rubric

CRITERIA	Poor	Adequate	Excellent
List Presentation	Most of list is not clear and legible and/or top five qualities are not starred	Most of list is clear and legible and/or top five qualities are not starred	All of the list is clear and legible and top five qualities are starred
Quality of List (x2)	List cites good and bad qualities for the paragraphs and/or top five is repetitive		List only cites good qualities for the paragraphs and top five are unique
Group Work (x2)	Student sometimes on task and/or participating in group discussions and providing feedback	Student mostly on task and/or participating in group discussions and providing feedback	Student always on task and participating in group discussions and providing feedback

Total points ____

Comments: