

**PERFORMANCE TASK ASSESSMENT LIST**

*Letter*

Element	Assessment Points	
	Points Possible	Earned Assessment
		Self
1. Knowledge of the science concept is displayed through the facts and information used.	_____	_____
2. Knowledge of the issue under debate is shown by the facts and information used.	_____	_____
3. Balance is maintained (avoids extreme positions or overstatement).	_____	_____
4. The letter anticipates and responds to the other side of the issue.	_____	_____
5. Research goes beyond the scope of the classroom activities.	_____	_____
6. The main idea is clearly stated.	_____	_____
7. Supporting details and information appropriate to the main idea are accurate and forceful.	_____	_____
8. References to sources of information are given for added emphasis and effect. References come from unbiased sources.	_____	_____
9. The letter sounds rational and logical.	_____	_____
10. The style of the letter is maintained.	_____	_____
11. The letter is effective in getting the attention of the audience.	_____	_____
12. There are no errors in writing.	_____	_____
13. The letter is well organized.	_____	_____
<b>Total</b>	_____	_____

**RUBRIC**

**Letter**

	<b>Rating</b>
The student’s editorial or letter meets all the requirements. In addition, the work is so well crafted that it could be published. The whole transcends the sum of the parts in producing a work that is as artful as it is scientific. The writer is able to gain the complete attention of the audience. The student provides insights into the problems that go beyond the material read and discussed in class. The paper is extremely well edited.	
The student’s editorial or letter is well crafted. The student has demonstrated a thorough knowledge of the science behind the problem chosen as the focus of the writing. The writing is well organized around a central issue connected to the problem. Data is included to support ideas. The writer is able to gain the attention of the audience and is effective in establishing a position through the use of facts and logic. The paper is well edited with no more than one or two errors in the final draft.	
The student has not mastered or used one or more of the elements of a good editorial or letter. The work contains generalizations that are not supported. No attempt is made to give the science behind the issue. The student does not have a grasp of the issue nor a clear position to offer. There are multiple errors and flaws in organization.	
The editorial or letter is replete with errors, misinformation, or has not been completed.	

**Comments:**