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| LEQ: Was Reagan's speech effective in convincing his audience to support his vision for the nation’s arsenal?(include lesson vocabulary such as: concession, rebuttal, counterargument, ethos, logos, pathosThis is not a simple yes or no question - you must analyze, evaluate, and justify your position) |
| **Name** | **Performance level 2** | **Performance Level 1** | **Performance level 0** |
| Evaluation of Author’s argument (RI 3) | Student completely articulated a defensible conclusion based on source information.  | Student identifies a conclusion, but it may be incompletely articulated or not completely defensible. | The student did not identify a conclusion or identified an indefensible interpretation. |
| Use of Ethos and Pathos (RI 4, 6) | Student adequately explains how and why the author created/maintained ethos and employed pathos to enhance the argument. | Student somewhat explains how and why the author created ethos and employed pathos to enhance the argument. | Student does not explain how and why the author created ethos and employed pathos to enhance the argument. |
| Argument Validity (RI 8)  | Student adequately explains how the author met the criteria for valid information by examining his support and possible logical fallacies and connects the validity to the argument. .  | Student explains how the author does or does not have valid reasoning by identifying the support and possible logical fallacies, but doesn’t fully connect the validity to the argument.  | The student does not indicate an understanding of how to evaluate the speech for logical fallacies or how the speech’s reasoning validity connects to the argument.  |
| Quality of Details (RI 1) | The student selected the appropriate amount of the **best** details for supporting the student’s conclusion and discussion of the use of ethos, logos, and pathos.  | The student selected some details but they were not fully adequate for supporting the student’s conclusion and discussion of the use of ethos, logos, and pathos.  | The student selected no details or irrelevant details. |
| Writing Quality(W 2) | Response is coherently written with few or no errors in standard English conventions and it is well organized. .  | Response is written with limited errors in standard English conventions. Errors slow down comprehension. Response may not be well organized or coherent.  | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors.  |