NAME: DATE: PERIOD:

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| LEQ: Was Reagan’s speech or Sagan’s speech more effective?  (include lesson vocabulary such as: concession, rebuttal, counterargument, ethos, logos, pathos  This is not a simple question - you must analyze, evaluate, and justify your position) | | | |
|  | **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. Both arguments are identified. | Student identifies a conclusion, but it may be incompletely articulated or not completely defensible. Authors’ arguments may not be clearly defined. | The student did not identify a conclusion or identified an indefensible interpretation. One or more of the arguments is missing. |
| Use of Ethos, Pathos, and Logos (RI 4, 6, 8) | Student adequately explains how and why the authors created/maintained ethos, employed pathos, and used logical evidence and reasoning to effectively create their argument. | Student somewhat explains how and why the authors created ethos, employed pathos, and used logical evidence and reasoning to create their argument. Examples are not clearly connected to the effectiveness of the evidence. | Student does not explain how and why the authors created ethos, employed pathos, and/or used logical evidence and reasoning to create their 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. | Response is written with limited errors in standard English conventions. Errors slow down comprehension or are careless errors addressed many times in class. | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors. |
| Purpose and Organization | The paper compares and contrasts items clearly. The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison. | The paper compares and contrasts items clearly but might not connect everything to the paper’s claim. The paper breaks the information into whole-to-whole, similarities-to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison. | The paper compares or contrasts but does not include both. Many details are not in a logical or expected order. There is little sense that the writing is organized. |

**Is your assignment on google drive or email? Please specify.**