Criteria	Excellent	Good	Adequate	Poor
Use of Evidence/ Analysis	Student utilized 4 or more pieces of evidence from the lesson plans and/or incorporated additional research conducted on their own. Student carefully analyzed the information and drew appropriate and inventive conclusions supported by the evidence (10 pts)	Student utilized 3 pieces of evidence from the lesson plans. Student product shows good effort was made in analyzing the evidence collected. (8 pts)	Student utilized 2 pieces of evidence from the lesson plans. Student's conclusions could be supported by stronger evidence. Level of analysis could have been deeper. (6pts)	Student utilized less than 2 pieces of evidence from the lesson plans. Student's conclusions simply involved restating information. Conclusions were not supported by evidence. (4 pts)
Impact	Student is persuasive and articulate in expressing thoughts. Quality of letter would warrant publication in newspaper (5 pts)	Student's point of view is clear and focused. (4 pts)	Student expresses point of view. (3 pts)	Student does not indicate point of view. (2 pts)
Mechanics	Student's letter is creative and well written. Less than two grammatical errors. (5 pts)	Student uses clear writing and grammar to present info. Less than 4 grammatical errors. (4 pts)	Student's letter contains between 4-6 grammatical errors that confuse the meaning of the letter. (3 pts)	Student's letter does not contain a clear message, coupled with more than 6 grammatical errors. (2 pts)
Total Possible Points	20	16	12	8

AH> wrt E