**Embedded Assessment #2**

Think about people who deserve status as heroes—from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

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| **Planning and Prewriting: Take time to make a plan for your essay.** | ▪ Which activities and texts have you collected that will help you refine and expand your definition of a hero?▪ What prewriting strategies (such as free writing or graphic organizers) could help you brainstorm ideas and organize your examples? |
| **Drafting: Write a multi-paragraph essay that effectively organizes your ideas.** | ▪ How will you provide a hook, a bridge, and a thesis in the introduction?▪ How will you use the strategies of definition (function, example, negation) in your support paragraphs?▪ How will your conclusion demonstrate the significance of heroism and encourage readers to accept your definition? |
| **Evaluating and Revising: Create opportunities to review and revise your work.** | ▪ During the process of writing, when can you pause to share and respond with others?▪ What is your plan to include suggestions and revision ideas in your draft?▪ How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment? |
| **Checking and Editing for Publication: Confirm that your final draft is ready for publication.** | ▪ How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?▪ What would be an engaging title for your essay? |

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**Scoring Guide/Rubric**

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| **Scoring Criteria** | **Exemplary** | **Proficient** | **Emerging** | **Incomplete** |
| **Ideas** | The essay* uses all three strategies of definition effectively to define a hero
* maintains a precise and original thesis
* integrates relevant supporting details and evidence (quotes and paraphrases) with citations and commentary.
 | The essay* uses strategies of definition (function, example, negation) to define a hero
* maintains a clear thesis
* includes adequate supporting details and evidence (quotes and paraphrases) with citations and commentary.
 | The essay* uses insufficient strategies of definition to define a hero
* has an unclear or unfocused thesis
* includes inadequate supporting details and evidence; may have inconsistent citations and/or weak commentary.
 | The essay* does not define a hero using strategies of definition
* has no discernible thesis
* lacks supporting details, citations, and/or commentary.
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| **Structure** | The essay* introduces the main idea with an engaging hook, bridge, and thesis
* organizes ideas into focused support paragraphs that progress smoothly
* creates coherence with the purposeful use of a variety of transitions and topic sentences
* provides an insightful conclusion.
 | The essay* introduces the topic with a hook, bridge, and thesis
* organizes ideas into support paragraphs that progress logically
* creates coherence with the use of transitions and topic sentences
* provides a conclusion that follows from the ideas presented.
 | The essay* includes an ineffective or partial introduction
* has unrelated, undeveloped, or insufficient support paragraphs
* uses transitions and topic sentences ineffectively or inconsistently
* provides a weak, illogical, or repetitive conclusion.
 | The essay* lacks an introduction
* has minimal, absent, or flawed support paragraphs
* uses few or no transitions and topic sentences
* lacks a conclusion.
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| **Use of Language** | The essay* uses consistent diction and style appropriate for an academic audience
* demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences).
 | The essay* uses diction and style that is generally appropriate for an academic audience
* demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences).
 | The essay* uses diction or a style that is basic or inappropriate to an academic audience
* demonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage.
 | The essay* uses flawed diction
* lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning.
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