1.4 Assignment for Submission

Editorials

Be sure to read through the lesson before you write your editorial.

YOUR EDITORIAL (write below this line):

Editorial Marking Rubric

Thought and Detail	Writing Skills
5. Excellent ● Lead effectively engages the interest of the reader. ● Lead flows naturally into the thesis. ● Provides concession that effectively recognizes opposing arguments. ● Significant information is presented logically and convincingly from a strong argument to strongest argument. ● Editorial is capped off with a strong conclusion that effectively revisits the lead or calls the reader to action.	5. Excellent ● Uses skilful and effective structures. ● Uses precise and controlled diction. ● Uses correct and effective grammar, spelling, and punctuation.
4. Proficient ● Lead engages the reader. ● Lead generally flows effectively into the thesis. ● Provides concession that generally recognizes opposing arguments. ● Substantial information is presented logically from strong to strongest argument. ● Editorial is capped off with a conclusion that generally revisits the lead.	4. Proficient ● Uses clear and fluent structures. ● Uses specific diction. ● Uses grammar, spelling, and punctuation effectively.
3. Satisfactory ● Lead adequately engages the reader. ● Lead adequately flows into the thesis. ● Provides concession that adequately recognizes the opposing argument. ● Information is adequately presented from strong to strongest argument. ● Editorial is capped off with a conclusion that adequately revisits the thesis.	3. Satisfactory ● Uses clear but ordinary structures. ● Uses general diction. ● Uses generally controlled grammar, spelling, and punctuation.
2. Limited ● Lead lacks effectiveness in engaging the reader. ● Thesis may be undeveloped or lacking. ● Provides concession that inadequately recognizes the opposing argument. ● Information includes few arguments and/or is presented vaguely. ● Conclusion inadequately revisits the thesis.	2. Limited ● Uses ineffective structures. ● Uses imprecise and/or very general diction. ● Shows lack of control of grammar, spelling, and punctuation.

1. Poor ● Makes little attempt to provide a lead that engages the reader. ● Thesis is lacking. ● Does not provide concessions or makes little attempt to recognize the opposing argument. ● Information lacks supporting arguments ● Makes little attempt to provide a conclusion that restates the thesis.	1. Poor ● Uses unclear and confusing structures. ● Uses inaccurate diction often. ● Makes frequent errors that impede communication.

Thought and Detail: x 4

Writing Skills: x 2

Total: / **30**