

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Performance Task Writing Prompt

In the summative Socratic Seminar of the unit, you and your classmates discussed blame and victimhood in the tragic events that led to the murder of Santiago Nasar in *Chronicle of a Death Foretold*. Now, you will use that discussion as well as your own ideas to craft an argumentative essay in response to one of the two prompts:

- Who or what is to blame for Santiago's murder? Is any person or social institution more to blame for Santiago's murder than others?
- The narrator states that most of the townspeople thought that the main victim of the tragedy was Bayardo San Román. Do you agree with their conclusion? Why or why not? Who is the real victim of this tragedy?

## Argumentative Writing Rubric

### 10th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but significant misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Uses an engaging hook (such as an anecdote or description) and provides essential context or background information</li> <li>• Presents a precise, nuanced, and debatable claim/thesis</li> <li>• Makes a clear distinction between the claim/thesis and an opposing viewpoint</li> </ul>	4 3 2 1	
<b>Organization</b> <ul style="list-style-type: none"> <li>• Organizes ideas into body paragraphs that support the claim/thesis with reasons and evidence, demonstrating a clear progression of ideas</li> <li>• Uses varied transitions to connect ideas within and between paragraphs and create cohesion across the piece</li> </ul>	4 3 2 1	
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• Provides a concluding statement/section that restates the claim/thesis, summarizes the main reasons, and explains the significance of the argument</li> </ul>	4 3 2 1	

Development	Rubric Score	Notes
<p><b>Reasons</b></p> <ul style="list-style-type: none"> <li>Provides clear, logical reasons that support the claim/thesis</li> <li>Develops each reason with sufficient evidence and examples</li> <li>Develops the counterclaim using well-chosen evidence and rebuts it, pointing out its limitations</li> </ul>	4 3 2 1	
<p><b>Evidence &amp; Explanation</b></p> <ul style="list-style-type: none"> <li>Selects relevant evidence (i.e., such as quotations, statistics, facts, anecdotes, opinions, and testimonials) to support each reason</li> <li>Integrates evidence using context, signal phrases, or brief commentary</li> <li>Explains how and why evidence supports the reason and connects back to the claim/thesis</li> <li>Demonstrates awareness of the audience's knowledge level and concerns through the evidence chosen to support the reasons</li> </ul>	4 3 2 1	

Language	Rubric Score	Notes
<p><b>Style</b></p> <ul style="list-style-type: none"> <li>Maintains formal language appropriate to the task, audience, and purpose</li> <li>Uses a tone that supports the argument, whether objective or persuasive</li> <li>Chooses diction, vocabulary, and sentence structures to shape tone and strengthen the argument</li> </ul>	4 3 2 1	
<p><b>Grammar &amp; Conventions</b></p> <ul style="list-style-type: none"> <li>Uses correct spelling, capitalization, and punctuation</li> <li>Uses proper MLA formatting and citation</li> <li>Demonstrates consistent use of grade-level grammar and usage</li> </ul>	4 3 2 1	