|  |  |  |
| --- | --- | --- |
| \_\_\_\_Scale Level 4 | .... | The written response is very specific to the task assigned.  Information about the code is clearly stated along with the author's personal convictions.  Writing is expressive, clear, concise and to the point.   The opinion is logical.  A conclusion ties up the letter.  The piece is written with nearly no grammatical errors. |
| \_\_\_\_ Scale Level 3 |   | The written response is specific to the task assigned. The information is correct and an opinion is given.  However, the writing neither manages to grasp the reader's attention nor provide a convincing argument.  A weak conclusion leaves the reader unsatisfied. Several grammatical errors.   |
| \_\_\_\_Scale Level 2 |   | The information provided is generally accurate but no insight is provided.  There may or may not be an opinion about the code or a conclusion to the letter.   If an opinion is provided, there may be problems with the logic.  The student needs a dictionary for a Christmas present -- paper or clay optional.   |
| \_\_\_\_Scale Level 1 |   | An assignment is turned in but it is unclear if it is for the task given or if the student ever heard of Hammurabi.  Information is lacking, missing, inaccurate, or illogical. There may be problems with the reasoning if an opinion is stated.  Reader is left unsatisfied with the editorial and certain the author has never heard of the editing process.  |
|   |   | ... |