

# Collection 1 Summative Prompt & Requirements

## Prompt:

The nonfiction texts in this collection focus on the different experiences of immigrants as they assimilate to American culture. Looking back at Collection 1 texts, write an essay in which you analyze the impact of immigrants in American society.

Select from one of the writing prompts below:

- Discuss the waves of immigration to the US. How has it shaped American society?
- How does immigration affect people's lives?
- How can multiculturalism and assimilation deal with immigration?
- Analyze concepts of melting pot and salad bowl in the context of immigration.
- Analyze the immigration experience of an ethnic-racial group (your choice) and how they have impacted American society.

## Requirements:

- Your essay will be typed on a Google doc adhering to MLA formatting guidelines, including the works cited page.
- Reference to at least one text from Collection 1 and two outside, reputable sources.

### GGUSD ARGUMENTATIVE WRITING RUBRIC

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Score:

The following rubric was used in grading this essay. This essay contains all or most of the characteristics listed under the score received.

a-b = Statement of Purpose/Focus c-e = Organization f-g = Elaboration of Evidence h = Language and Vocabulary \* i-j = Conventions. (\*Score of 4 required for proficiency.)

<b>5</b>	<p><b>SCORE OF 5: SUPERIOR</b> A 5 essay is superior writing, but may have minor flaws. It meets the criteria of a Score of 4.5, and is especially distinctive in its:</p> <ul style="list-style-type: none"> <li>• Exceptionally coherent and well-developed argument</li> <li>• Thorough development of analysis of specifics related to the prompt and text(s)</li> <li>• Impressive control of language</li> </ul>	<b>3</b>	<p><b>SCORE OF 3: MARGINAL</b> A 3 essay demonstrates developing competence and minimally addresses part(s) of the prompt. It is flawed in some significant way(s).</p> <ul style="list-style-type: none"> <li>a. Claim may be focused, but is insufficiently sustained Alternate or opposing claim(s), when appropriate, are attempted but unfocused</li> <li>b. Inconsistent use of basic transitional strategies with little variety Uneven progression of ideas from beginning to end Introduction and/or conclusion are weak</li> <li>c. Evidence from source(s) is unevenly integrated and citations, if present, are uneven Marginal or uneven elaboration and explanation of evidence</li> <li>d. Use of academic and domain-specific language may at times be inappropriate for the audience and purpose</li> <li>e. Frequent errors in grammar, usage, and sentence formation may obscure meaning Frequent errors in punctuation, capitalization, and spelling</li> </ul>
<b>4.5</b>	<p><b>SCORE OF 4.5: STRONG</b> A 4.5 essay demonstrates a clear competence in writing and thoroughly addresses all parts of the prompt. It may have some errors, but they are not serious enough to distract or confuse the reader.</p> <ul style="list-style-type: none"> <li>a. Claim is clear, focused and maintained Alternate or opposing claim(s), when appropriate, are adequately addressed</li> <li>b. Appropriate use of a variety of transitional strategies Logical progression of ideas from beginning to end Effective introduction and conclusion for audience and purpose</li> <li>c. Relevant evidence from source(s) is effectively integrated and cited when appropriate Effective elaboration and explanation of evidence</li> <li>d. Use of academic and domain-specific language is appropriate for the audience and purpose</li> <li>e. Some syntactical variety, but may have minor errors in grammar, usage, and sentence formation Correct use of punctuation, capitalization, and spelling</li> </ul>	<b>2</b>	<p><b>SCORE OF 2: WEAK</b> A 2 essay is seriously flawed in writing skills.</p> <ul style="list-style-type: none"> <li>a. Claim is unfocused and insufficiently sustained Alternate or opposing claim(s), when appropriate, are unclear</li> <li>b. Limited use of basic transitional strategies with no variety Unclear progression of ideas from beginning to end Introduction and/or conclusion are attempted</li> <li>c. Evidence from source(s) is included, but not integrated nor appropriately cited Weak elaboration and explanation of evidence</li> <li>d. Use of academic and domain-specific language is largely inappropriate for the audience and purpose</li> <li>e. Frequent errors in grammar, usage, and sentence formation obscure meaning Frequent errors and/or limited use of punctuation, capitalization, and spelling</li> </ul>
<b>4</b>	<p><b>SCORE OF 4: PROFICIENT</b> A 4 essay demonstrates proficient writing and adequately addresses all parts of the prompt. It may have some errors that distract the reader, but they do not significantly obscure meaning.</p> <ul style="list-style-type: none"> <li>a. Claim is clear, and for the most part maintained, though some loosely relevant material may be present Alternate or opposing claim(s), when appropriate, are introduced</li> <li>b. Adequate use of transitional strategies with some variety Adequate progression of ideas from beginning to end Adequate introduction and conclusion</li> <li>c. Relevant evidence from source(s) is integrated, though citations may be general/imprecise Adequate elaboration and explanation of evidence</li> <li>d. Use of academic and domain-specific language is generally appropriate for the audience and purpose</li> <li>e. Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning Some errors in punctuation, capitalization, and spelling</li> </ul>	<b>1</b>	<p><b>SCORE OF 1: INADEQUATE</b> A 1 essay demonstrates fundamental deficiencies in writing skills.</p> <ul style="list-style-type: none"> <li>a. Claim may be confusing, ambiguous, or missing Alternate or opposing claim(s), when appropriate, are not present</li> <li>b. Few or no transitional strategies are evident Has a major drift in the progression of ideas Introduction and conclusion may not be present</li> <li>c. Evidence from source(s) is minimal, absent, in error, or irrelevant Lack of elaboration and explanation of evidence</li> <li>d. Uses limited academic language or domain-specific language and has little sense of audience and purpose</li> <li>e. Errors in grammar, usage, and sentence formation are frequent and severe, and meaning is obscured Inappropriate or incorrect use of punctuation, capitalization, and spelling</li> </ul>