

English 11 Performance Task: 11-2

Dear LTC Teeter,

The junior class is writing this letter in response to your decision to impose a curfew on all children in the community. We understand fully that the misconduct by certain youth in this community is inexcusable. We believe that it is unreasonable to punish all of the youth because of the ignorance and stupidity of only a few.

Throughout the year, the junior class has been planning numerous activities that require students to be out after 2100 hours (the new curfew). We have already paid the deposits on most of the facilities and materials for the planned events. A curfew would cause us to have to cancel all the planned dances, evening clubs, and other high school activities that we have organized and paid for.

The children responsible for the wrongful acts that have caused you to initiate this curfew in our community should be punished individually. We recommend that they be mandated to perform community service and that this service is given in closely supervised conditions where the community will really benefit. Cleaning public bathrooms, picking up roadside trash, painting neglected facilities, etc. are some suggestions we have.

We of the junior class urge you, LTC Teere, to reconsider the curfew and if you must indeed impose a curfew restrict it to children 15 years and younger. Please find attached signatures from all students in the junior class of Heidelberg High School supporting this request.

Sincerely,

The Students of the Class of 2003

The Task:

A summary of the task is provided:

Students were asked to write a persuasive letter to the base commander requesting a lifting of a 2100 curfew. They were to make clear that the entire junior class is willing to work to find a solution to recent misconduct on base that led to the curfew. Students were to first meet in small groups to discuss the task. They were then to write a draft and receive additional feedback before preparing the final paper. (N.B. The Commentary here is restricted to the written part of the assignment.)

Circumstances of Performance:

The student work is produced under the following conditions:

<input checked="" type="checkbox"/> Alone	<input checked="" type="checkbox"/> In a group
<input checked="" type="checkbox"/> In class	<input checked="" type="checkbox"/> As homework
<input type="checkbox"/> With teacher feedback	<input checked="" type="checkbox"/> With peer feedback
<input type="checkbox"/> Timed	<input checked="" type="checkbox"/> Extended project
<input type="checkbox"/> No opportunity for revision	<input checked="" type="checkbox"/> Opportunity for revision

What the work shows:

Writing

E2e – The student produces a persuasive essay that:

E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest

E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment **(A)**

E2e.3 creates and organizes a structure that is appropriate to the needs, values and interests of the audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively **(B)**

E2e.4 includes appropriate information and arguments **(C)**

E2e.5 excludes information and arguments that are irrelevant

E2e.6 anticipates reader concerns and counter-arguments **(D)**

E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate

E2e.8 uses a range of strategies to elaborate and persuade such as definitions, descriptions, illustrations, examples from evidence, and anecdotes **(E)**

E2e.9 provides a sense of closure to the writing

- A. The first paragraph gives a clear and succinct idea for the piece. It introduces the two important parts of the letter – the misconduct (problem) and the change in policy as a result.
- B. This is a good, clear and persuasive list of events that appeal to the commander's sense of fairness.
- C. The writer recognizes the point of view of the audience.
- D. By recommending punishments, the writer shows empathy for the position of the base commander.
- E. . Strategies include
 - Details of losses due to the curfew.
 - An attached list of signatures that could be persuasive.

DODEA Rubric Bank Traits Used: Clarity, Analysis, Voice
