

Teacher Notes



Elements of the Persuasive Argument

Activity 3 Assessing Persuasive Letters

Activity Overview

Each student group will exchange persuasive letters with another group. Each group will read the exchanged letter and determine its effectiveness. The effectiveness will be evaluated using a Likert Scale for each of the required elements.

Tip

Be certain that students understand how to use the evaluation form. Each group should rate the letter according to the scale provided and write brief explanations of the strengths and weaknesses of the letter. Evaluations and letters are then returned to the authoring groups for review and clarification, if needed. Follow-up to this activity is revision of the letters by the authoring groups.

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** Composition
- ◆ **Category:** Types of Composition
- ◆ **Topic:** Persuasive Composition
- ◆ **Grade Level:** 10-12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-83 Plus
- ◆ **Elements of Persuasion** edc resource file
- ◆ Paper-based assessment (optional)
- ◆ TI-GRAPH LINK™ cable or TI-Navigator™

Directions

Before the Activity Begins

Review the elements of effective persuasive writing. This assessment activity can be performed using the handheld device or using the traditional paper-based method.

- ◆ If using a Voyage™ 200 PLT or TI-83 Plus, transmit the evaluation letter using the TI-GRAPH LINK™ cable.
- ◆ If using the paper-based assessment form rather than the resource file section, pass out enough copies of the assessment form on page 16 so there is one form for each letter being assessed. Demonstrate how the form should be filled out. Pass out a letter to each group to evaluate.

During the Activity

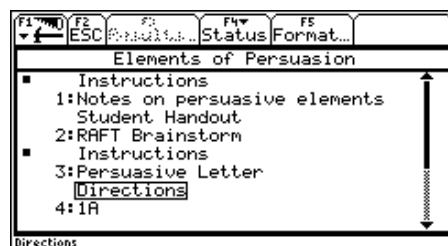
Students remain in their letter-writing groups from Activity 2. Each group will read the assigned letter and evaluate it. Group members will compose a brief explanation of the reasoning behind each part of the evaluation, along with written suggestions for improvement. As in the previous activity, each group should appoint a recorder to complete the assessment. Only the recorder keeps the assessment file open. All other members of the group open the evaluation letter.

Circulate among the students to answer questions and help offer suggestions for improvement.

To access the assessment and directions:

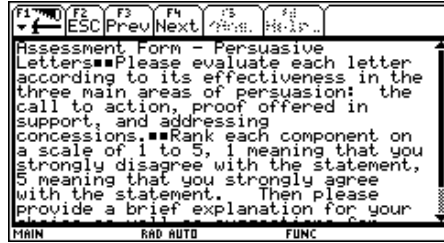
Voyage 200 PLT (or TI-92 Plus)

1. If necessary, exit the previous file by pressing F2:ESC. Use \leftarrow \rightarrow to highlight the **Directions** section.



2. Press **ENTER**. The directions for completing the assessment are presented. Use **↑** **↓** to scroll the text.

When the class has read and understands the instructions, the groups should read their assigned letter.



3. Press **F4 Next** to access the actual assessment.

The evaluation point is numbered at the top of the screen.



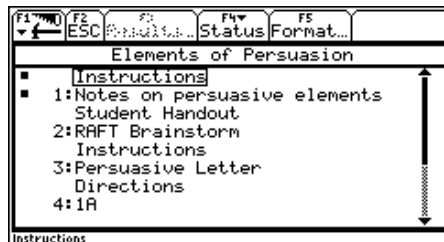
4. To select a response to the point, press **↓** to move the cursor to each response option. To select an option, press **ENTER** when the cursor is on the desired option.



5. Press **F4: Next** to access the explanation and suggestions portion of the question. In this section, each group briefly explains their response selection and indicates what could be done to improve this portion of the letter.

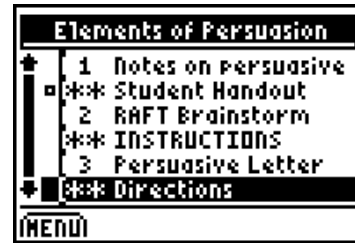


6. When the assessment is completed, **F4: Next** redisplay the item list for this assignment.

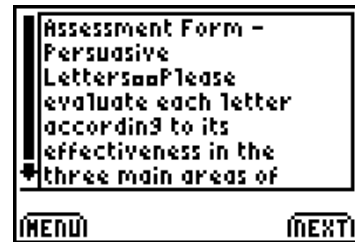


TI-83 Plus

1. To exit the 3 Persuasive Letter section, press **MENU** (using the $\boxed{V=}$ key) and then select **3:► Item List** to redisplay the section listing. Use $\boxed{\nabla}$ to highlight **Directions**.



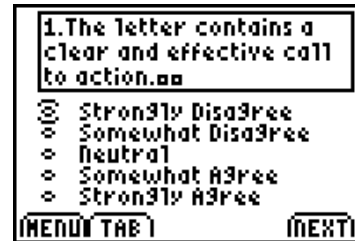
2. Press \boxed{ENTER} . All students should read the **Directions** before starting the assessment. Read the entire text by pressing $\boxed{\nabla}$.



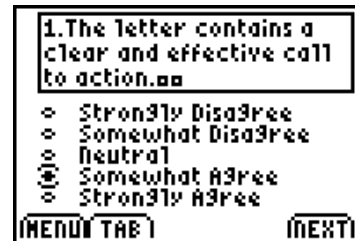
When the class has read and understands the instructions, the groups should read their assigned letter.

3. Press **NEXT** (the \boxed{GRAPH} key) to access the actual assessment.

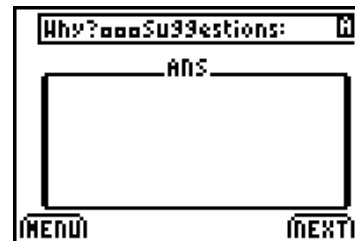
The evaluation point is numbered in the box at the top of the screen.



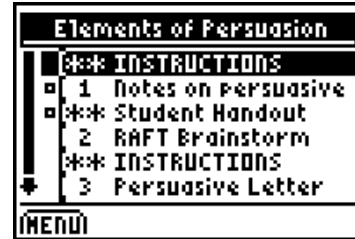
To select a response to the point, press **TAB** (the \boxed{WINDOW} key) to move the cursor to each evaluation option. To select an option, press \boxed{ENTER} when the cursor is on the desired option.



4. Press **NEXT** (the \boxed{GRAPH} key) to access the explanation and suggestions portion of the question. In this section, each group briefly explains their response selection and indicates what could be done to improve this portion of the letter. The recorder needs to be sure the device is in Alpha mode ($\boxed{2nd}$ \boxed{ALPHA}) before he/she begins to type.



5. Press **NEXT** to move to the next evaluation point. Complete the remaining points in the evaluation in the same manner used in the previous steps.



After the Activity

- ◆ Student groups using the electronic evaluation form transfer it to the group that wrote the letter they evaluated. Use the TI-GRAPH LINK™ cable to perform the document transfer.
- ◆ Student groups using the paper-based assessment return the assessment form to the group that wrote the letter.

When each group has received the assessment of their letter, invite the groups to incorporate the suggestions offered in the assessment into final drafts of the letters.

Extension Possibility

Have the students deliver their letters to the intended audience, along with a request that the audience members reply and evaluate the letter's effect on them. Ideally, the replies will cover the following points:

- ◆ Did the call to action cause them to change their minds or do something differently?
- ◆ If so, what about the letter caused this change?
- ◆ If there was no change, why was the letter not effective?

Paper-based

Name: _____

Assessment

Date: _____

Persuasive Letters

Please evaluate each letter according to its effectiveness in the three main areas of persuasion: the call to action, proof offered in support, and conclusion.

Rank each component on a scale of 1 to 5; 1 meaning that you strongly disagree with the statement, 5 meaning that you strongly agree with the statement. Then provide a brief explanation for your choice as well as suggestions for improving a later draft.

1. The letter contains a clear and effective call to action.

1 2 3 4 5

Why:

Suggestions:

2. The letter provides clear and effective proof, or support, for the position presented.

1 2 3 4 5

Why:

Suggestions:

3. The letter draws a clear and logical conclusion from the supporting information provided.

1 2 3 4 5

Why:

Suggestions: