

“Local Letters for Global Change” Writing Contest Rubric

Submit: www.pulitzercenter.org/lettercontest

Deadline: Friday, November 16, 2018 at 11:59PM EST

Components	4-Exceptional	3-Accomplished	2-Developing	1-Beginning
Organization (___/8)	<input type="checkbox"/> Uses standard letter format <input type="checkbox"/> Information is organized in a way that clearly articulates the writer’s message (see template for a suggested structure)	<input type="checkbox"/> Mostly uses standard letter format <input type="checkbox"/> Organized in a way that mostly articulates the writer’s message (see template for a suggested structure)	<input type="checkbox"/> Somewhat uses standard letter format <input type="checkbox"/> Organized in a way that somewhat articulates the writer’s message. (see template for a suggested structure)	<input type="checkbox"/> Does not use standard letter format <input type="checkbox"/> Not organized in a way that clearly articulates the writer’s message (see template for a suggested structure)
Content (___/20)	<input type="checkbox"/> Addresses a specific government official <input type="checkbox"/> A Pulitzer Center news story is summarized accurately, concisely, and with appropriate citation to support the explanation of a global issue that concerns the writer <input type="checkbox"/> A clear, specific connection is made between the global issue and the writer and/or their local community <input type="checkbox"/> A persuasive argument is made for the importance of the issue, both internationally and locally <input type="checkbox"/> A persuasive argument is made for what a government official receiving your letter should do (a proposed solution, or an idea for drawing more attention to the issue)	<input type="checkbox"/> Addresses a specific government official <input type="checkbox"/> A Pulitzer Center news story is summarized accurately and mostly supports the explanation of a global issue that concerns the writer <input type="checkbox"/> A clear connection between the international issue and the writer and/or their local community is made <input type="checkbox"/> A somewhat persuasive argument is made for the importance of the issue, both internationally and locally <input type="checkbox"/> An argument is made for what the government official receiving your letter should do (a proposed solution, or an idea for drawing more attention to the issue)	<input type="checkbox"/> Addresses a specific government official <input type="checkbox"/> A Pulitzer Center news story is referenced that partially supports the explanation of a global issue that concerns the writer. <input type="checkbox"/> Makes a connection between the international issue and the writer and/or their local community <input type="checkbox"/> An argument is made for the importance of the issue internationally and/or locally <input type="checkbox"/> An argument is made for what the government official receiving your letter should do (a proposed solution, or an idea for drawing more attention to the issue)	<input type="checkbox"/> Addresses a specific government official <input type="checkbox"/> A Pulitzer Center news story is not referenced to support the explanation of a global issue that concerns the writer. <input type="checkbox"/> Does not connect the international issue and the writer and/or their local community <input type="checkbox"/> An argument is not clearly made for the importance of the issue internationally and/or locally <input type="checkbox"/> An argument is not clearly made for what the government official receiving your letter should do (a proposed solution, or an idea for drawing more attention to the issue)
Language (___/8)	<input type="checkbox"/> No spelling and grammar errors reduce the letter’s clarity <input type="checkbox"/> Thoughtful use of language to persuade the reader	<input type="checkbox"/> Spelling and grammar errors reduce the letter’s clarity in one or two instances <input type="checkbox"/> Thoughtful use of language to persuade the reader	<input type="checkbox"/> Spelling and grammar errors reduce the letter’s clarity in several instances <input type="checkbox"/> Some thoughtful use of language to persuade the reader	<input type="checkbox"/> Spelling and grammar errors reduce the letter’s clarity throughout <input type="checkbox"/> Unclear use of language to persuade the reader

Total: _____/36