Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Core:\_\_\_\_\_\_\_\_\_\_

**Bacteria Writing Task**

***Learning Target:*** *I will be able to construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (07-LS1-5)*

**Writing Task:** You have spent several days observing bacteria and testing various areas of our school building for the presence of bacteria. Using your results, you must write a letter to inform our head custodian, Mr. Weatherly, of the areas around the school have environmental factors that may influence the growth of bacteria. Your letter should include a scientific explanation including evidence from both your experiment and what you’ve learned. You must include three specific areas of the school that need more attention from the custodial staff and provide evidence for each. Use the following writing tools to assist you in pre-writing.

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Claim** | Strong and clearly stated. Is compelling, debatable and defensible | Clearly stated. Is somewhat compelling, debatable and defensible. | Not clearly stated. Is not compelling, debatable and defensible. | Not stated. |
| **Reasons and Support** | Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment. | Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn’t persuade completely.  | Two points are made; shows some preparation, but weak arguments. | Preparation is weak; arguments are weak or missing; and less than three points are made. |
| **Conclusion** | Summarizes claim in a strong concluding statement. | Summarizes claim in a concluding statement. | Concluding statements is a weak summary of claim | Concluding statement makes no reference to claim. |
| **Organization** | Sentences and paragraphs are complete, well written, and varied. | Sentence and paragraph structure is generally correct. | Sentence and paragraph structure is inconsistent.  | Little or no evidence of sentence or paragraph structure. |
| **Word Choice/ Tone** | Choices of words are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout letter.  | Adequate choice of words that are clear and descriptive. Demonstrates a persuasive tone in parts of the letter. | Choices of some words are clear and descriptive. Lacks consistent persuasive tone. | Language and tone of letter is unclear and lacks description. |
| **Mechanics and Grammar** | Contains few, if any punctuation, spelling, or grammatical errors. | Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning. | Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning. | Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible. |