**ESCRITURA PRESENTACIONAL DE AP: ENSAYO PERSUASIVO**

En un ensayo persuasivo,

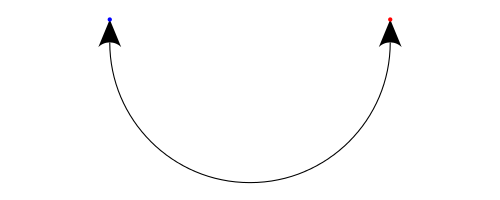
* debes presentar los diferentes puntos de vista de las fuentes sobre el tema,
* expresar tu propio punto de vista y apoyarlo.
* Usa información de todas las (3) fuentes para apoyar tu punto de vista.
* Al referirte a las fuentes, identifícalas apropiadamente.
* Organiza también el ensayo en distintos párrafos bien desarrollados.

INTRODUCCIÓN:

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| Tena general |
| La polémica |
| TESIS: |

PÁRRAFO 1 DEL CUERPO:

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| AFIRMACIÓN 1 PARA TU ARGUMENTO (Oración tópica para el primer párrafo del cuerpo): |
| 1-2 PRUEBAS DE LAS FUENTES PARA EL CONTRA-ARGUMENTO (EL OPUESTO QUE EL TUYO) |
| 2-3 PRUEBAS DE LAS FUENTES PARA TU ARGUMENTO |

****PÁRRAFO 2 DEL CUERPO:

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| AFIRMACIÓN 2 PARA TU ARGUMENTO (Oración tópica para el primer párrafo del cuerpo): |
| 1-2 PRUEBAS DE LAS FUENTES PARA EL CONTRA-ARGUMENTO (EL OPUESTO QUE EL TUYO) |
| 2-3 PRUEBAS DE LAS FUENTES PARA TU ARGUMENTO |

PÁRRAFO 3 DEL CUERPO:

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| AFIRMACIÓN 3 PARA TU ARGUMENTO (Oración tópica para el primer párrafo del cuerpo): |
| 1-2 PRUEBAS DE LAS FUENTES PARA EL CONTRA-ARGUMENTO (EL OPUESTO QUE EL TUYO) |
| 2-3 PRUEBAS DE LAS FUENTES PARA TU ARGUMENTO |

CONCLUSIÓN:

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| TESIS (en otras palabras) |
| Resumen de las 3 afirmaciones |
| Un pensamiento final sobre el tema |

Written Assessment Criteria

1. Task completion

* I show that I understand very well the information in **ALL** three of the sources.
* My essay is clearly organized into an introduction, body, and conclusion.
* All of the information presented clearly relates to the topic sentence in each paragraph.
* I use transitional elements or cohesive devices (primero, además, sin embargo, en conclusión, etc.).

2. Use of texts

* I *integrate* (not just summarize) **ALL** three sources to present **both** points of view that are represented.
* I clearly present and defend my own viewpoint using evidence from the sources.
* I cite all sources throughout the essay.
* I put information into my own words and use quotes sparingly (very little).

3. Language Control

* My language is fully understandable; small errors do not impede communication.
* I use a variety of vocabulary and idiomatic expressions.
* I use formal language and avoid using slang or casual language.
* I use a variety of simple and compound sentences, and some complex sentences (such as the subjunctive).

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name of the person who evaluated my essay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer Assessment Guide: Persuasive Essay**

Use the following descriptions to assess your partner’s persuasive essay. Read carefully what he/she wrote. Give constructive feedback that focuses on the descriptors below.

Written Assessment Criteria\*

1. Task completion

* My partner shows that he/she understands very well the information in **ALL** three of the sources.
* The essay is clearly organized into an introduction, body, and conclusion.
* All of the information presented clearly relates to the topic sentence in each paragraph.
* He/she uses transitional elements or cohesive devices (además, sin embargo, en conclusion, etc.).

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Use of texts

* He/she *integrates* (not just summarizes) **ALL** three sources to present both points of view represented.
* He/she clearly presents and defends his/her own viewpoint using evidence from the sources.
* He/she cites all sources throughout the essay.
* He/she puts information into own words and use quotes sparingly.

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Language Control

* His/her language is fully understandable; small errors do not impede communication.
* He/she uses a variety of vocabulary and idiomatic expressions.
* He/she uses formal language and avoids using slang or casual language.
* He/she uses a variety of simple and compound sentences, and some complex sentences.

Feedback: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Take out your **AP presentational writing rubric**. What grade do you give your partner?

Task Completion = \_\_\_\_\_/5 Use of Texts = \_\_\_\_\_/5 Language Control = \_\_\_\_\_/5

\*Descriptions are summarized from the AP Spanish Language and Culture Curriculum Guide, Fall 2013.