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| **ELA 20 – Writing Rubric****Outcomes** (Indicators) | **4 – Mastery** | **3 – Proficient** | **2 – Approaching** | **1 – Beginning** |
| **Context****CC 20.1**Create a range of written texts to explore identity, social responsibility and social action. | Create **insightful, original**, and **thought-provoking** written texts to explore identity, social responsibility and social action. These texts include:* an **insightful** thesis and **logical** points to support messages and arguments
* **thoughtful, appropriate,** and **convincing** details to support thesis
* a **compelling** style, voice, and formatappropriate to audience and purpose
* **unity, coherence,** and **emphasis** in a **logical** progression and with **insightful** support for ideas/thesis
* **strategic, effective, and clear** organization patterns
* **convincing** and **insightful** conclusions
 | Create **clear, original**, and **well-developed** written texts to explore identity, social responsibility and social action. These texts include:* a **clear** thesis and **logical** points to support messages and arguments
* **accurate, appropriate,** and **convincing** details to support thesis
* a style, voice, and format **appropriate** to audience and purpose
* **unity, coherence,** and **emphasis** in a **logical** progression and with **logical** support for ideas/thesis
* **effective and clear** organization patterns
* **valid** and **justifiable** conclusions
 | Create **adequate, predictable**, written texts to explore identity, social responsibility and social action. These texts include:* a **general** thesis and points to support messages and arguments
* **adequate** details to support thesis
* a style, voice, and format **connected** to audience and purpose
* **basic** coherence, progression and support for ideas/thesis
* **inconsistent** organization patterns
* **general** conclusions
 | Create **limited and/or unfocussed** written texts to explore identity, social responsibility and social action. These texts include:* a **vague** thesis and **limited** points to support messages and arguments
* **limited** details **generally** related to thesis
* a style, voice, and format **inconsistent or appropriate** to audience and purpose
* **limited** coherence, and **unclear** ideas
* **limited** organization
* **vague** conclusions
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| **Message Content and Ideas****CC 20.4** **Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.**(d) Write an essay of explanation (e.g., a process, instructions).(e) Write a letter of application and accompanying résumé.(f) Write an essay of argument/persuasion (or an editorial).(g) Write an essay of reflection (personal essay)/personal commentary.(h) Write an analysis of a literary text (e.g., analyze a theme, characters, and plot development). | Write an essay of explanation (e.g., a process, instructions) that:* is informative and **insightful** with a clear focus and specific details
* demonstrates **thoughtful** understanding of the process of written work and presents the work in **precise** manageable steps (time order, numbered steps, and so on) and the correct order
* begins with a **thoughtful** introduction that **intrigues** the reader
* includes **pertinent**, thorough, detailed, clear information needed for the reader to understand; examples and explanations directly and **creatively** support focus
* concludes logically and **comprehensively**
* uses terms associated with the process **precisely**.

Letter:* **Purposefully** tailor letter to position or job and advertisement
* **Compellingly** analyzes what he/she has to offer
* selects a standard letter format of one page
* uses the name and title of the person doing the hiring in the inside address and salutation
* **efficiently** explains the purpose for writing and the position applied for in the first paragraph and lists two or three qualifications for this position
* **insightfully** elaborates on the qualifications listed in the opening paragraphs and adds **precise** evidence to support the claims of being qualified in the second paragraph
* describes **pertinent** additional qualifications **and** experiences to distinguish him/her from other possible candidates in the third paragraph
* closes by mentioning the enclosed résumé and expresses interest in an interview and availability
* signs letter
* does not repeat content of résumé
* **has** a confident, formal, but respectful tone.

Résumé:* **Engages** recipient to read because of a **skillfully formatted** and visually appealing appearance
* **Purposely** uses a format for the position or job
* includes specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)
* **Has in-depth** knowledge of the organization and company, and targets the résumé to the specific position
* **Compellingly** presents most relevant accomplishments, qualifications, and strengths that ensure he/she stands out from other candidates.

Write an essay of argument/persuasion (or an editorial) that: * **Passionately upholds** a position about the current issue or problem
* Support **and enhances** the position with **compelling** reasons, is effectively **persuasive**, and offers an **original** solution
* **Purposefully** provides support and **perceptively squelch** any objection
* closes by **insightfully** restating the position, **compelling the reader to get involved and take action**
* **all facts used are relevant, accurate and correct**
* uses a persuasive voice that **skillfully** balances facts and feelings
* **Purposely uses** inclusive and respectful language and qualifiers to strengthen position.

Write an essay of reflection (personal essay)/personal commentary that:* **Insightfully** expresses a unique view of a **precise** aspect of life that is important to the student
* **Intriguingly** introduces the topic and provides an astute personal view
* **Provides rich and detailed** support of the writer’s viewpoint
* **Comprehensive summary** up the writer’s viewpoint in **an intuitive** way (e.g., the lesson that it teaches about life).

Write an analysis of a literary text that:* identifies the text, author, and **precise** focus of the analysis in a **strategic manner**
* **Insightfully** introduces (in the beginning of the text) and focuses on the elements (e.g., plot, character, theme) being analyzed **in a logical order**
* uses developing paragraphs to **comprehensively and insightfully** explain the elements using **pertinent**  examples from the text
* **Purposely includes insightful details to enhance the point being made for the readers**
* concludes by **skillfully** revisiting the focus of the analysis and **effectively** summarizing it
* shows an **extensive** and **intuitive** analysis of the elements
* all the parts **strategically** work together to create an insightful essay.
 | Write an essay of explanation (e.g., a process, instructions) that:* is informative with a clear focus and specific details
* demonstrates thorough understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order
* begins with an introduction that interests the reader
* includes thorough, detailed, clear information needed for the reader to understand; examples and explanations directly support focus
* concludes logically
* uses terms associated with the process accurately.

Letter:* tailors letter to position or job and advertisement
* analyzes what he/she has to offer
* selects a standard letter format of one page
* uses the name and title of the person doing the hiring in the inside address and salutation
* explains the purpose for writing and the position applied for in the first paragraph and lists two or three qualifications for this position
* elaborates on the qualifications listed in the opening paragraphs and adds evidence to support the claims of being qualified in the second paragraph
* describes additional qualifications or experiences to distinguish him/her from other possible candidates in the third paragraph
* closes by mentioning the enclosed résumé and expresses interest in an interview and availability
* signs letter
* does not repeat content of résumé
* reflects a confident, formal, but respectful tone.

Résumé:* invites the recipient to read because of a clean, visually appealing appearance
* uses a format appropriate for the position or job
* includes specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)
* demonstrates knowledge of the organization and company, and targets the résumé to the specific position
* presents most relevant accomplishments, qualifications, and strengths that help ensure he/she stands out from other candidates.

Write an essay of argument/persuasion (or an editorial) that: * states clearly a position about the current issue or problem
* supports the position with reasons, is persuasive, and offers realistic solution
* provides support and answers/addresses any objection
* closes by restating the position, calling for action, or asking reader to get involved
* ensures that facts are correct
* uses a persuasive voice that balances facts and feelings
* chooses inclusive and respectful language and qualifiers to strengthen position.

Write an essay of reflection (personal essay)/personal commentary that:* expresses a unique view of some aspect of life that is important to the student
* introduces the topic and gives a personal view
* supports the writer’s viewpoint
* sums up the writer’s viewpoint in a thoughtful way (e.g., the lesson that it teaches about life).

Write an analysis of a literary text that:* identifies the text, author, and focus of the analysis
* introduces (in the beginning of the text) and focuses on the elements (e.g., plot, character, theme) being analyzed
* uses developing paragraphs to explain the elements using examples from the text
* includes enough details to help readers understand the point being made
* concludes by revisiting the focus of the analysis and summarizing it
* shows a complete and careful analysis of the elements
* Ensures that all the parts work together to create an insightful essay.
 | Write an essay of explanation (e.g., a process, instructions) that:* is informative with a focus and **basic** details
* demonstrates **basic** understanding of the process of written work and presents the work in manageable steps (time order, numbered steps, and so on) and the correct order
* begins with a **basic** introduction
* includes **relevant** information needed for the reader to understand; examples and explanations **basically** support focus
* concludes **simplistically**
* uses terms associated with the process which are **partially correct**.

Letter:* **attempts to** tailors letter to position or job and advertisement
* **vaguely** analyzes what he/she has to offer
* **attempts to use** a standard letter format of one page
* **Missing one or two of the following**: the name and title of the person doing the hiring in the inside address and salutation
* **Simplistically e**xplains the purpose for writing and the position applied for in the first paragraph and lists **one or two** qualifications for this position
* **Partially explains** the qualifications listed in the opening paragraphs and adds **rudimentary** evidence to support the claims of being qualified in the second paragraph
* **lists** additional qualifications or experiences to distinguish him/her from other possible candidates in the third paragraph
* closes by mentioning the enclosed résumé
* signs letter
* **Some points repeated** in content of résumé
* **Attempts to** reflect a confident, formal, but respectful tone.

Résumé:* **Has a basic** clean, visually **organized** appearance
* **Uses an acceptable format (may not pertain to a certain position or job)**
* Includes some specific and necessary information (e.g., dates, names, organizations, schools, special achievements, or merits) and categories (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)
* **Has basic** knowledge of the organization and company, and **attempts to** targets the résumé to the specific position
* presents some accomplishments, and qualifications

Write an essay of argument/persuasion (or an editorial) that: * **states a position**
* **supports the position with obvious reasons, is somewhat persuasive, and offers solution**
* Provides **some** support and **attempts** to address any objection
* **closes by either restating the position or calling for action**
* ensures that **most** facts are correct
* **attempts** to use a persuasive voice; **unable** to balance facts and feelings
* **uses appropriate language**

Write an essay of reflection (personal essay)/personal commentary that:* expresses a **general view** of some aspect of life that is important to the student
* **Basic introduction of topic with unsubstantiated personal view**
* **Inconsistently** supports the writer’s viewpoint
* **sums up the writer’s viewpoint in a predictable way**

Write an analysis of a literary text that:* identifies the text, author, and **simplistic** focus of the analysis
* **Partially** introduces (in the beginning of the text) and **attempts to** focuses on the elements (e.g., plot, character, theme) being analyzed
* uses developing paragraphs to **generally** explain the elements using **some** examples from the text
* includes **basic** details to **attempt** to help readers understand the point being made
* **concludes with a basic summary the analysis**
* shows an **adequate** analysis of the elements
* **Attempts** to put all the parts together to create a **basic** essay.
 | Write an essay of explanation (e.g., a process, instructions) that:* is informative with a focus **and/or** **simplistic** details
* demonstrates **limited** understanding of the process of written work and presents the work in **undeveloped** steps (time order, numbered steps, and so on) **and/or the incorrect** order
* begins with a **vague** introduction
* includes **limited** information needed for the reader to understand; examples and explanations **vaguely** support focus
* concludes **incompletely**
* uses terms associated with the process **incorrectly**.

Letter:* **Letter is irrelevant to** position or job and advertisement
* **Lists** what he/she has to offer
* **No formal letter format**
* **Missing three or all of the following**: uses the name and title of the person doing the hiring in the inside address and salutation
* **Weakly states** the purpose for writing and the position applied for in the first paragraph and lists **one or two unrelated** qualifications for this position
* **lists** qualifications in the opening paragraphs with **no supporting evidence** for the claims of being qualified in the second paragraph
* **No** additional qualifications or experiences **provided** to distinguish him/her from other possible candidates in the third paragraph
* **NO closing**
* signs letter
* **repeated** content of résumé
* **informal tone.**

Résumé:* **disorganized** appearance
* **No format used**
* **Missing necessary information** (e.g., dates, names, organizations, schools, special achievements, or merits**) and not categorized** (e.g., name, address, and telephone number; a summary of work experience, with the most recent first; a summary of education in reverse chronological order; other skills, training, awards, and interests; and at least three references)
* **Resume does not reflect organization or specific position**
* Lists some unrelated accomplishments, qualifications

Write an essay of argument/persuasion (or an editorial) that: * **Ineffectively attempts to state a position**
* **Attempts to support the position with irrelevant reasons and/or may offer a solution**
* Provides **unrelated** support and **ineffectively** addresses any objection
* **Ineffectively** closes
* **Facts are inaccurate**
* **Undeveloped voice that confuses facts and feelings**
* **Uses inappropriate and inaccurate language.**

Write an essay of reflection (personal essay)/personal commentary that:* **States a vague view of some aspect of life.**
* **inadequately** introduces the topic
* I**neffectively** supports the writer’s viewpoint
* Unfocused and inconclusive summary pf the writers viewpoint

Write an analysis of a literary text that:* identifies the text, author, and **disorganized** focus of the analysis
* **Undeveloped** introductions (in the beginning of the text) and **vaguely** focuses on the elements (e.g., plot, character, theme) being analyzed
* **Attempts to use developing paragraphs to ineffectively explain the elements.**
* **Lacks sufficient** details to help readers understand the point being made
* **Ineffectively** concludes by **attempting to** revisit the focus of the analysis and/or **vaguely** summarizing it
* shows a **limited** analysis of the elements
* **Disorganized parts create an unfocused essay.**
 |
| **Use of Strategies****CC20.4 (b)**Select, use, and evaluate critically a variety of before (page 23), during (page 24), and after (page 25) strategies to construct and communicate meaning when writing. | **Skillfully and insightfully** select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.Such as:**Before*** consider prompts or find a topic and activate prior knowledge
* consider audience and purpose
* consider and generate specific ideas and information
* consider and choose/adapt possible form
* collect and focus ideas and information
* plan and organize ideas for drafting
* consider qualities of effective communication and the language to use

**During*** create draft(s) and experiment with possible product(s)
* confer with others
* reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies
* experiment with communication features and techniques

**After*** revise for content and meaning
* revise for organization
* revise for sentence structure and flow
* revise for word choice, spelling, and usage
* proofread and review for mechanics and appearance
* confer with peers, teacher, or other
* polish, practice, and decide how the work will be shared
* share final product, reflect, and consider feedback
 | Select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.Such as:**Before*** consider prompts or find a topic and activate prior knowledge
* consider audience and purpose
* consider and generate specific ideas and information
* consider and choose/adapt possible form
* collect and focus ideas and information
* plan and organize ideas for drafting
* consider qualities of effective communication and the language to use

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* revise for organization
* revise for sentence structure and flow
* revise for word choice, spelling, and usage
* proofread and review for mechanics and appearance
* confer with peers, teacher, or other
* polish, practice, and decide how the work will be shared
* share final product, reflect, and consider feedback
 | **Simplistically** select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.Such as:**Before*** consider prompts or find a topic and activate prior knowledge
* consider audience and purpose
* consider and generate specific ideas and information
* consider and choose/adapt possible form
* collect and focus ideas and information
* plan and organize ideas for drafting
* consider qualities of effective communication and the language to use

**During*** create draft(s) and experiment with possible product(s)
* confer with others
* reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies
* experiment with communication features and techniques

**After*** revise for content and meaning
* revise for organization
* revise for sentence structure and flow
* revise for word choice, spelling, and usage
* proofread and review for mechanics and appearance
* confer with peers, teacher, or other
* polish, practice, and decide how the work will be shared
* share final product, reflect, and consider feedback
 | **Ineffectively** select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.Such as:**Before*** consider prompts or find a topic and activate prior knowledge
* consider audience and purpose
* consider and generate specific ideas and information
* consider and choose/adapt possible form
* collect and focus ideas and information
* plan and organize ideas for drafting
* consider qualities of effective communication and the language to use

**During*** create draft(s) and experiment with possible product(s)
* confer with others
* reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies
* experiment with communication features and techniques

**After*** revise for content and meaning
* revise for organization
* revise for sentence structure and flow
* revise for word choice, spelling, and usage
* proofread and review for mechanics and appearance
* confer with peers, teacher, or other
* polish, practice, and decide how the work will be shared
* share final product, reflect, and consider feedback
 |
| **Cues and Conventions****CC20.4 (c)**Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when writing. | **Skillfully and insightfully** understand and apply the language cues and conventions to construct and communicate meaning when writing. | Understand and apply the language cues and conventions to construct and communicate meaning when writing. | **Simplistically** understand and apply the language cues and conventions to construct and communicate meaning when writing. | **Ineffectively** understand and apply the language cues and conventions to construct and communicate meaning when writing. |
|  | Such As:**Pragmatics** * select and use language and language registers to build and maintain collaborative relationships
* select and use the conventional and formal registers when required
* avoid colloquialisms, slang, euphemisms, clichés, and abusages unless used to enhance text

**Textual*** create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings

**Syntactical*** create and use clear and varied sentences that link ideas logically
* use active voice and appropriate punctuation
* recognize and avoid using sentence fragments, run-ons, misplaced qualifiers, excessive co-ordination, and faulty subordination in formal communication

**Semantic/Lexical/Morphological*** select and use words that are clear, fresh, economical, and alive

**Graphophonic*** know and apply Canadian spelling patterns and conventions for familiar and new vocabulary

**Other Cues and Conventions*** make oral, written, and other texts clear and visually appealing by choosing the appropriate font, borders, line spaces, colour, space, white space, and visuals that enhance the message.
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