|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| **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   **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 | **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. | | | |