

Writing Rubric

* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> understanding of course material and purpose		reads course materials with some understanding of theme & purpose.	reads course materials with satisfactory understanding of theme & purpose.	reads course materials proficiently & understands theme & purpose	reads course materials with thorough, insightful understanding of theme & purpose							
	<input type="checkbox"/> Knowledge of text forms and features (e.g. elements of fiction/non fiction)		recognizes few characteristics of text forms and/or features; attempts explanation of contribution to meaning	identifies some characteristics of text forms and/or features; adequately explains contribution to meaning	accurately identifies characteristics of text forms and features; explains how they help communicate meaning	identifies a variety of characteristics of text forms and features; explains how they help communicate meaning							
	<input type="checkbox"/> elements of style (e.g. rhetorical methods, figurative/literary devices)		identifies few elements of style in texts; little to no explanation of how they help communicate meaning of the texts	identifies some elements of style in texts; attempts to explain how they help communicate meaning of the texts	identifies elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of texts	identifies a variety of elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of the texts							
	<input type="checkbox"/> vocabulary development; literary/language terminology.		is developing grade appropriate vocabulary	has an adequate grade and purpose appropriate vocabulary.	uses and understands grade and purpose appropriate vocabulary	uses and understands an extensive and expanding grade and purpose appropriate vocabulary							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							
Thinking & Inquiry	<input type="checkbox"/> thesis		undemanding but clear thesis	thesis expresses sufficient purpose/argument	thesis expresses a well structured, appropriate argument.	as in 3 but written economically and/or stylistically							
	<input type="checkbox"/> evidence to support argument/thesis/ purpose		some general supporting or specific evidence.	supporting and some specific evidence given but incomplete to establish point	supporting and/or specific evidence appropriate for establishing point.	supporting/specific evidence well chosen; point established forcefully and economically							
	<input type="checkbox"/> inferences; analysing and evaluating texts		some attempt to analyse how evidence supports point	analysis is on target but incomplete	analysis is complete and point is established	analysis is complete, insightful and clearly supported							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							

K/U -

T/I -



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		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Communication	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation			satisfactory spelling, grammar and punctuation			very few or no spelling, grammar and punctuation errors.			as in 3 but uses grammar or punctuation to enhance meaning and/or style		
	<input type="checkbox"/> sentence craft		adequately varies sentence types to communicate most ideas clearly			varies sentence types and lengths to communicate ideas clearly			effectively varies sentence types and lengths to communicate clearly and to suit purpose and audience			wide variety of sentence types and lengths communicate clearly, accurately and suit purpose and audience		
	<input type="checkbox"/> coherence		infrequent use of transitions and hooks.			somewhat effective transition and hook use			transitions and/or hooks create logical connections between ideas and paragraphs			transitions and hooks create unified and coherent writing		
	<input type="checkbox"/> introduction and conclusion		complete introductory & concluding paragraphs.			complete introductory & concluding paragraphs with both using effective structure			as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest			as in Level 3, but organizing principle is effective and fully developed.		
	<input type="checkbox"/> paragraph structure		topic and concluding sentences are identifiable			topic and concluding sentences identifiable and non-repetitive			topic and concluding sentences expressed effectively and non-repetitively			as in 3 and are stylistically embedded into fabric of paragraph		
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.			some depth and relevance; some attempt to link beyond text.			links beyond text shows significant depth and relevance			links beyond text are insightful, critical and highly relevant.		
	<input type="checkbox"/> voice, tone and diction		adequately selects and applies language/register to suit audience/purpose; POV inconsistent			competently selects and applies language/register to suit audience/purpose; POV mostly consistent			effectively selects and applies language/register/POV to suit audience/purpose			exceptional use and application of language/register/POV to suit audience/purpose.		
	<input type="checkbox"/> Application and use of writing process		limited use and application of writing process.			come use and application of writing process to produce writing .			effective use and application of writing process to produce good writing .			exceptional use and application of writing process to produce quality writing.		
	<input type="checkbox"/> content/evidence integration (apply quotations/evidence to written work)		content adequately embedded and integrated			clear attempt at embedding and integrating content			content/evidence is well integrated into fabric of			content seamlessly embedded and integrated		
	<input type="checkbox"/> producing finished work		adequately applies formatting/ layout/ editing conventions of written work, including MLA citation			competently applies formatting/ layout/ editing conventions of written work, including MLA citation			very few errors in formatting/ layout/ editing conventions of written work, including MLA citation			strictly adheres to formatting/ layout/ editing conventions of written work, including MLA citation		

Comm-

App-

