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| ENGLISH LANGUAGE ARTS 9 – COMPOSE AND CREATE RUBRIC | | | | | | | | | |
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| 1 – Not Yet  (No Evidence)  Assignment submitted, but I do not know what I’m doing. | **2 – Beginning**  **(Little Evidence)**  With help, I understand parts of the simpler ideas and do a few of the simpler skills. | | **3 – Partially Meeting (Partial Evidence)**  I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | | | **4 – Meeting (Sufficient Evidence)**  I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | | **5 – Excels**  **(Extensive Evidence)**  I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class. | |
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| **CC9.3**  **I can use strategies of the creating process to communicate meaning.** | *Before, especially valuing my own observations, ideas, and opinions as sources for ideas.* | I do not generate ideas on my own or they are the incorrect ideas.  I attempt to use some before strategies, but they are incorrect and do not help me communicate meaning. | I need help generating ideas.  I use some before strategies with help to communicate meaning | I may need prompting  to generate ideas based on my own observations, ideas and opinions.  I use some before strategies to communicate meaning. | I consider my own observations, thinking, and opinions to generate ideas.  I use a variety of before strategies to communicate meaning. | I use my own observations, ideas, and opinions as primary sources for ideas with confidence.  I choose before strategies according to my purpose and audience from a variety of strategies to communicate meaning |
| *During, especially shaping and reshaping drafts with audience and purpose in mind.* | I do not notice any revisions to make although they are evident.  I attempt to use some during strategies, but they are incorrect and do not help me communicate meaning. | I need guidance to make revisions.  I use a few during strategies to communicate meaning (such as writing a first draft), with help. | With reminders, I revise with audience and purpose in mind.  I use some during strategies to communicate meaning process (such as creating drafts or conferring). | I revise and reshape drafts with audience and purpose in mind when I am expected to.  I use a variety of during strategies (such as drafting, acknowledging sources, or conferring) to communicate meaning. | I thoughtfully revise and reshape drafts on my own with the audience and purpose in mind.  I choose during strategies according to my purpose and audience from a variety of strategies to communicate meaning. |
| *After, especially making sure that all parts support the main idea.* | The main idea is not clear to me  I attempt to use some after strategies, but they are incorrect and do not help me communicate meaning. | The main idea may not be obvious.  I use a few after strategies (such as revision for appearance or spelling) to communicate meaning, with help. | I may have a main idea, but not all parts support it.  I use some after strategies (such as proofreading and conferring) to communicate meaning. | I ensure that all parts of my text support the main idea or thesis.  I use a variety of after strategies (such as revising, proofreading, conferring, polishing or sharing final product) to communicate meaning. | All parts of my final product support a main idea or thesis and ensure unity and coherence from beginning to end.  I choose after strategies according to my purpose and audience from a variety of strategies to communicate meaning successfully. |

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| **CC9.4**  **I can use cues to construct and communicate meaning.** | *I can use inclusive language.* | I have no idea what inclusive language is. | I am beginning to understand what inclusive language is. | I use some inclusive language when prompted. | I use inclusive language that shows respect for people across cultures, genders, ages and abilities. | I deliberately and consistently use inclusive language that shows respect for all groups in a variety of situations. |
| *I use effective co-ordination, subordination, and apposition of ideas* | I may be able to use co-ordination and some subordination with help. | I can use co-ordination and some subordination. | I can use co-ordination and apposition, and basic subordination to make sentences clear. | I use co-ordination, subordination and apposition to make sentences varied and effective. | I purposefully use co- ordination, subordination and apposition to make sentences varied and effective and to create a powerful text. |
| *I consider the denotative and connotative meanings of words ; avoid wordiness, mixed metaphors, or*  *“fancy” words* | I only realize one meaning with one word.  I use fancy words incorrectly, or do not include any grade 9 appropriate words or phrases in my writing. | With support, I recognize that words may have multiple meanings.  I use “fancy” words incorrectly or frequently mix metaphors. | I understand the denotative and connotative meaning of words and I am beginning to use them to communicate meaning.  My writing is wordy, I include too many “fancy” words; I am beginning to use metaphors correctly | I choose words considering the denotative and connotative meaning.  I communicate clearly by being precise, using metaphors or choosing words that are clear rather than “fancy”. | I effectively and purposefully use the denotative and connotative meaning of words to capture my intended meaning.  I communicate a powerful message by being precise, using metaphors effectively and deliberately choosing words that enhance communication. |
| *I can identify, analyze, and correct spelling errors.* | I cannot identify spelling errors, with or without help. | With guidance, I can identify some spelling errors that follow basic spelling rules or patterns. | I may use some spelling rules or patterns to identify spelling errors.  I may be able to correct some errors. | I can use knowledge of a range of spelling patterns, letter sounds and spelling rules to effectively identify analyze and correct spelling errors. | I can consistently and deliberately use knowledge of a range of spelling patterns, letter sounds and spelling rules to effectively identify analyze and correct spelling errors. |
| *I can combine print and visuals to enhance presentations.* | Print and visual techniques are nonexistent within my presentation. | With help, I may attempt to use print or visual techniques in my presentation. | I use print or visual techniques to enhance presentations. | I can combine print and visuals to enhance presentations according to a specific purpose. | I purposefully and effectively combine a variety of presentation techniques, including print and visual, to enhance presentations. |

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| **CC9.5**  **I can create and present a variety of visual and multimedia presentations for an intended audience and purpose.** | | I cannot create or present a multimedia presentation, with or without help. | With help I can create and present a multimedia presentation. | I can create and present a multimedia presentation for an intended purpose. I am still developing awareness of my audience in the preparation or delivery of the presentation. | I can create and present a visual or multimedia presentation for an intended audience and purpose. | I effectively and purposefully create a variety of visual and multimedia presentations to best represent a message for an intended audience and purpose. |
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| **CC9.6, CC9.7**  **I can use oral language to interact confidently and appropriately in small or large groups express information and ideas including dramatic readings and reasoned arguments of opposing viewpoints.** | *I can use oral language confidently and appropriately.* | Prompting is necessary to use oral language in all situations. | I use oral language in some situations, with prompting. | I can use oral language appropriately in some situations. | I can use oral language confidently and appropriately in a variety of situations for a variety of purposes. | I can effectively use oral language confidently and appropriately in a variety of situations for a variety of purposes with awareness of audience and purpose, while holding audience’s attention. |
| *I express information and ideas in dramatic situations.* | I do not attempt to use oral language in dramatic situations to express an idea. | With help, I attempt to use oral language in dramatic situations to express an idea. | I attempt to use oral language to share information/ideas in dramatic situations. | I intentionally use oral language to express information and ideas in dramatic situations. | I can effectively use oral language confidently and appropriately in a dramatic situations, while holding audience’s attention. |
| *I can present a reasoned argument of opposing viewpoints.* | I cannot share my own viewpoint with support, with or without help. | With help, I can share my own viewpoint with some support. | I can present an argument of my own viewpoint with support. I can recognize that there are other viewpoints. | I can present a reasoned argument of opposing viewpoints with sufficient support. | I can effectively and respectfully present a reasoned argument of opposing viewpoints with extensive support. |

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| **CC9.8, CC9.9**  **I can write to:**  **Describe a character or a scene**  **Narrate in a personal essay Explain and inform (in a researched report)**  **To persuade in a review and a letter to the editor.** | *Ideas and*  *Content* | I am not searching for a topic.  I do not have a focus for my topic. It is unmanageable or too narrow.  My text is too short or restates the prompt directly.  I do not use details. | I am still searching for a topic.  I give equal importance given to everything.  My text is too short or a simple restatement of the prompt.  I use few details and/or inaccurate details. | My topic is identifiable but broad.  My topic is somewhat narrow.  I give only a glimpse at what matters.  I use general, imprecise details. | My topic is clear.  I have a focused, manageable topic.  My topic is supported by credible evidence.  I use many accurate, precise details. | My topic is unique and original.  I have a laser-sharp focus on the topic.  My topic is supported by credible, reliable details.  I use “just-right” details that create an insider’s perspective. |
| *Organization* | I cannot write sequences paragraphs, and I do not meet the minimum number of words.  My thoughts have no leads. My thoughts are random with no connections.  My text has no sense of order or logic.  I did not make any conclusions. | I can write a few sequenced paragraphs, but I do not meet the minimum requirement (at least 1500 words).  I have no real lead. My thoughts are random, with no connections.  My text has no sense of order or logic.  I have no real conclusion. | I can write several sequenced paragraphs, but may not fulfill the minimum requirement (at least 1500 words).  The purpose of the lead is unclear.  I use common sequence and transitional words.  I use a canned structure.  I create a forced or unsatisfying ending. | I can organize paragraphs logically to form a cohesive text that fulfills the basic requirement (at least 1  500 words).  I have an effective, appropriate lead.  I use original sequence and transition words.  I usewell-placed details.  I create a satisfying ending. | I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement.  I have an enticing, strong lead.  I use sequence and transition words artfully.  I use a highly effective structure.  I have a powerful ending. |

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| **CC9.8, CC9.9**  **(Continued)** | *Voice* | I have no purpose.  I have no connection to reader.  I have an unoriginal, uninspiring voice. | My purpose is unclear.  My connection to reader nonexistent.  I have an unoriginal, uninspiring voice. | My purpose is somewhat clear.  My connection to reader fades in and out.  I have only a few moments of real voice. | My purpose is clear.  My connection to the reader is strong.  I have a pleasing, safe voice. | My purpose drives voice.  My voice comes from my connection to the reader.  My voice meets my audience and purpose. |
| *Word Choice* | I use limited verbs.  I use simplistic, literal language.  I repeat vague phrases frequently.  I use imprecise, inappropriate and distracting language. | I use everyday verbs only.  I have not yet attempted figurative language.  I use repetitive, vague, or inappropriate words.  I use imprecise, distracting language. | I use verbs with very little punch.  I have a few successful attempts at figurative language.  I occasionally use carefully selected words.  I use correct but uninspired language. | I use many strong verbs.  I use some successful figurative language.  I use many carefully selected words.  I use exceptional language here and there. | I use strong verbs throughout.  I have good use of figurative language and other techniques.  I choose every word carefully.  I use language that elevates piece’s meaning. |
| *Sentence Fluency* | I only use simple sentences.  My sentences are all the same. | I can use simple sentences.  My sentences are all the same. | I can use basic sentence structures which often repeat.  I have some sentence variety. | I can use a variety of simple, compound, and complex sentences.  I use a solid assortment of effective sentences consistently and correctly. | My writing is a powerful blend of well-crafted sentences.  Sentence variety enhances fluency and meaning. |

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| **CC9.2**  **I can create and present an individual inquiry project.** | I cannot formulate inquiry questions, with or without help.  I do not select appropriate resources, with or without help.  I do not use quotations in my project, with or without help.  I do not document sources, with or without help. | I can formulate inquiry questions with help.  I select a few appropriate resources, with help.  I can use quotations in my project, with help.  I document some sources of information, with guidance. | I formulate general inquiry questions.  I select a few appropriate resources.  I try to use quotations, but often they are too long and inappropriate.  I document sources of information without using standard format. | I use clear inquiry questions.  I select appropriate and necessary resources.  I use a few relevant quotations of appropriate length in my project.  I document sources of information using standard format according to assigned criteria. | I use clear inquiry questions to guide research.  I select a wide variety of appropriate resources.  I use quotations independently and appropriately to provide effective support in my project.  I document sources of information professionally, respecting all elements of standard format. |