|  |
| --- |
| ENGLISH LANGUAGE ARTS 9 – COMPOSE AND CREATE RUBRIC |
|  |
| 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. |
|  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 promptingto 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 meI 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. |

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 1500 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. |

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

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