| ELA 20 – Writing Rubric  
<table>
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<tr>
<th>Outcomes (Indicators)</th>
<th>4 – Mastery</th>
<th>3 – Proficient</th>
<th>2 – Approaching</th>
<th>1 – Beginning</th>
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| **Context**  
| CC 20.1 | Create a range of written texts to explore identity, social responsibility and social action.  
| any 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 format appropriate 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 inappropriate 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) 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 | Write an essay of explanation (e.g., a process, instructions) that:  
| is informative and insightful 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 | 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 | 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 |
| (e) Write a letter of application and accompanying résumé.  
| Letter:  
| Purposefully tailor letter to position or job and advertisement | Letter:  
| tailors letter to position or job and advertisement | Letter:  
| attempts to tailor letter to position or job and advertisement | Letter:  
| Letter is irrelevant to position or job and advertisement |
| Complainingly analyzes what he/she has to offer | Compellingly analyzes what he/she has to offer |
| selects a standard letter format of one page | 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 | 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 |
| **passionately** upholds strengths that he/she stands out from other candidates | **compellingly** presents most relevant accomplishments, qualifications, and strengths that ensure he/she shines out from other candidates. |

**Résumé:**

- Engages recipient to read because of a **skillfully formatted** and visually appealing appearance
- Practically 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
- states clearly a position about the current

**Vaguely** analyzes what he/she has to offer | **Vaguely** analyzes what he/she has to offer |

- attempts to use a standard letter format of one page | attempts to use 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 |
- **Partially explains** the qualifications listed in the opening paragraphs and adds **indirect** evidence to support the claims of being qualified in the second paragraph | **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:

- states a position about the current
- states a position

**Lists the person he/she has to offer | **Lists the person he/she has to offer |

- No formal letter format | No formal letter format |
- **Missing one or two of the following:** 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 |
- **Simultaneously** explains the purpose for writing and the position applied for in the first paragraph and lists one or two qualifications for this 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:

- states a position about the current
- states a position

**Lists qualifications in the opening paragraphs with **no supporting evidence** for the claims of being qualified in the second paragraph | **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 additional qualifications or experiences provided to distinguish him/her from other possible candidates in the third paragraph |
- **NO closing** | **NO closing** |
- **Repeated content of résumé** | **Repeated content of résumé** |
- **Informal tone.** | **Informal tone.** |
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 viewpoint.
- 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.
- **Purposefully** 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 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 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 focus 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 of the analysis.
- Shows an adequate analysis of the elements.
- Attempts to put all the parts together to create a basic essay.

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.

- Write an essay of analysis of a literary text (e.g., analyze a theme, characters, and plot development).

- 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 skilfully balances facts and feelings.
  - **Purposefully** uses inclusive and respectful language and qualifiers to strengthen position.

- 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.

- 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.

- 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.
<table>
<thead>
<tr>
<th>Use of Strategies</th>
<th>CC20.4 (b)</th>
<th>Understand and apply a variety of before, during, and after strategies to construct and communicate meaning when writing.</th>
<th>Select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</th>
<th>Simply select, use, and evaluate critically a variety of before, during, and after strategies to construct and communicate meaning when writing.</th>
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<td>Such as:</td>
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<td></td>
<td>Before</td>
<td>• consider prompts or find a topic and activate prior knowledge</td>
<td>• consider prompts or find a topic and activate prior knowledge</td>
<td>• consider prompts or find a topic and activate prior knowledge</td>
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<td>• consider audience and purpose</td>
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<td>• consider and generate specific ideas and information</td>
<td>• consider and generate specific ideas and information</td>
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<td>• consider and choose/adapt possible form</td>
<td>• consider and choose/adapter possible form</td>
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<td>• collect and focus ideas and information</td>
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<td>• plan and organize ideas for drafting</td>
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<td>• consider qualities of effective communication and the language to use</td>
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<td>During</td>
<td>• create draft(s) and experiment with possible product(s)</td>
<td>• create draft(s) and experiment with possible product(s)</td>
<td>• create draft(s) and experiment with possible product(s)</td>
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<td>• confer with others</td>
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<td>• reflect, clarify, self-monitor, self-correct, and use a variety of fix-up strategies</td>
<td>• reflect, clarify, self-monitor, self-correct,</td>
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<td></td>
<td>• experiment with communication features and techniques</td>
<td>• and use a variety of fix-up strategies</td>
<td>• and use a variety of fix-up strategies</td>
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<td>After</td>
<td>• revise for content and meaning</td>
<td>• experiment with communication features and techniques</td>
<td>• experiment with communication features and techniques</td>
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<td>• revise for organization</td>
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<td>• revise for sentence structure and flow</td>
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<td>• revise for word choice, spelling, and usage</td>
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<td>• proofread and review for mechanics and appearance</td>
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<td>• confer with peers, teacher, or other</td>
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<td>• polish, practice, and decide how the work will be shared</td>
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<td>• share final product, reflect, and consider feedback</td>
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<td>Cues and Conventions</td>
<td>CC20.4 (c)</td>
<td>Understand and apply the language cues and conventions (page 17) to construct and communicate meaning when writing.</td>
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<td>Such As:</td>
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<td>Pragmatics</td>
<td>• select and use language and language registers to build and maintain collaborative relationships</td>
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<td>• select and use the conventional and formal registers when required</td>
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<td>• avoid colloquialisms, slang, euphemisms, clichés, and abusages unless used to enhance text</td>
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<td>Textual</td>
<td>• create texts with clear and coherent organization including effective beginning, supporting middles, and smooth and logical endings</td>
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<td>Syntactical</td>
<td>Semantic/Lexical/Morphological</td>
<td>Graphophononic</td>
<td>Other Cues and Conventions</td>
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<td>• create and use clear and varied sentences that link ideas logically</td>
<td>• select and use words that are clear, fresh, economical, and alive</td>
<td>• know and apply Canadian spelling patterns and conventions for familiar and new vocabulary</td>
<td>• 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.</td>
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