



Grade 10 Year-Long Rubric

August 2025

Grade 10 Year Long		4 <i>Meeting curricular outcomes with an enriched understanding</i>	3 <i>Meeting curricular outcomes</i>	2 <i>Approaching curricular outcomes</i>	1 <i>Not yet meeting curricular outcomes</i>
Writing Processes and Craft	Plan	Develops a comprehensive inquiry or research plan that will address the topic and purposefully satisfies contextual requirements—purpose, audience, and situation—and requirements of presentation form. Forms perceptive generalizations by integrating new information with prior knowledge. Draw conclusions that are insightful to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.	Develops a thorough inquiry or research plan that will address the topic and appropriately satisfies contextual requirements—purpose, audience, and situation—and requirements of presentation form. Forms adequate generalizations by integrating new information with prior knowledge. Draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.	Develops a simplistic inquiry or research plan that will address the topic and attempts to satisfy contextual requirements—purpose, audience, and situation—and requirements of presentation form. Forms simplistic generalizations by integrating new information with prior knowledge. Draw conclusions that are predictable to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.	Research plan is underdeveloped and/or does not address the topic and satisfy contextual requirements – purpose, audience, and situation – and requirements of presentation form. Rarely forms generalizations by integrating new information with prior knowledge. Draw conclusions that are ineffective to findings, rarely reflect on own understandings and are inconsistent with the identified topic, purpose, and situation.
	Research	Comprehensively records information accurately and completely; and documents reference sources, as appropriate. Effectively and ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.	Thoroughly records information accurately and completely; and documents reference sources, as appropriate. Adequately and ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.	Simplistically and/or partially records information accurately; and documents reference sources, as appropriate. Partially and at times ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.	Ineffectively records information accurately and documents reference sources, as appropriate. Does not yet use print and digital tools as resources to assist with text creation and prepare a detailed record of references.
	Revise & Edit	When revising, the writer skillfully and consistently reviews... <ul style="list-style-type: none"> the controlling idea or desired unifying effect, including production, publication, and display requirements, of a text in progress for clarity and focus. the accuracy, specificity and precision of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts, or other data as needed to provide sufficient support or development. the organizational components of a text in progress to enhance relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts. own critical/analytical responses for consistency, completeness, and relevance of evidence; and strengthen reasoning as needed by adding to, modifying, or deleting 	When revising, the writer adequately and frequently reviews... <ul style="list-style-type: none"> the controlling idea or desired unifying effect, including production, publication, and display requirements, of a text in progress for clarity and focus. the accuracy, specificity and precision of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts, or other data as needed to provide sufficient support or development. the organizational components of a text in progress to enhance relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts. own critical/analytical responses for consistency, completeness, and relevance of evidence; and strengthen reasoning as needed by adding to, modifying, or deleting 	When revising, the writer occasionally reviews... <ul style="list-style-type: none"> the controlling idea or desired unifying effect, including production, publication, and display requirements, of a text in progress for clarity and focus. the accuracy, specificity and precision of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts, or other data as needed to provide sufficient support or development. the organizational components of a text in progress to enhance relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts. own critical/analytical responses for consistency, completeness, and relevance of evidence; and strengthen reasoning as needed by adding to, modifying, or deleting 	When revising, the writer rarely and/or superficially reviews... <ul style="list-style-type: none"> the controlling idea or desired unifying effect, including production, publication, and display requirements, of a text in progress for clarity and focus. the accuracy, specificity and precision of details, events, images, facts, or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts, or other data as needed to provide sufficient support or development. the organizational components of a text in progress to enhance relationships among controlling idea, supporting ideas, and supporting details; and strengthen relationships as needed to enhance the unity of texts. own critical/analytical responses for consistency, completeness, and relevance of evidence; and strengthen reasoning as needed by adding to, modifying, or deleting

		<p>details to provide reliable and pertinent evidence and make effective arguments.</p> <ul style="list-style-type: none"> own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness, and relevance of evidence; and revise interpretations and evidence, as necessary transitions and transitional devices and revise them as needed to strengthen coherence. <p>When editing, the writer consistently and skillfully</p> <ul style="list-style-type: none"> edits texts in progress to correct common sentence faults—comma splice, run-on sentence, and unintended sentence fragment. 	<p>details to provide reliable and pertinent evidence and make effective arguments.</p> <ul style="list-style-type: none"> own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness, and relevance of evidence; and revise interpretations and evidence, as necessary transitions and transitional devices and revise them as needed to strengthen coherence. <p>When editing, the writer frequently and adequately</p> <ul style="list-style-type: none"> edits texts in progress to correct common sentence faults—comma splice, run-on sentence, and unintended sentence fragment. 	<p>details to provide reliable and pertinent evidence and make effective arguments.</p> <ul style="list-style-type: none"> own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness, and relevance of evidence; and revise interpretations and evidence, as necessary transitions and transitional devices and revise them as needed to strengthen coherence. <p>When editing, the writer occasionally</p> <ul style="list-style-type: none"> edits texts in progress to correct common sentence faults—comma splice, run-on sentence, and unintended sentence fragment. 	<p>details to provide reliable and pertinent evidence and make effective arguments.</p> <ul style="list-style-type: none"> own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness, and relevance of evidence; and revise interpretations and evidence, as necessary transitions and transitional devices and revise them as needed to strengthen coherence. <p>When editing, the writer superficially and/or rarely</p> <ul style="list-style-type: none"> edits texts in progress to correct common sentence faults—comma splice, run-on sentence, and unintended sentence fragment.
Content and Critical Expression	Audience & Word Choice	<p>Skillfully develops content appropriate to purpose, audience, situation, and selects strategies to accomplish purpose and engage audience.</p> <p>Skillfully experiments with language, image, and structure to create different effects in particular situations and for particular purpose and audiences.</p> <p>Skillfully uses words and expressions appropriately.</p>	<p>Adequately develops content appropriate to purpose, audience, situation, and selects strategies to accomplish purpose and engage audience.</p> <p>Adequately experiments with language, image, and structure to create different effects in particular situations and for purpose and audiences.</p> <p>Adequately uses words and expressions appropriately.</p>	<p>Simplistically develops content appropriate to purpose, audience, situation and selects strategies to accomplish purpose and engage audience.</p> <p>Simplistically experiments with language, image, and structure to create different effects in particular situations and for purpose and audiences.</p> <p>Simplistically uses words and expressions appropriately.</p>	<p>Superficially develops content appropriate to purpose, audience, situation and selects strategies to accomplish purpose and engage audience.</p> <p>Rarely experiments with language, image, and structure to create different effects in particular situations and for particular purpose and audiences.</p> <p>Rarely uses words and expressions appropriately.</p>
	Content	<p>Skillfully selects or crafts a topic, concept or idea that is personally meaningful and engaging.</p> <p>Responds insightfully to ideas developed in works of literature and other texts; and analyzes the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives.</p> <p>Skillfully incorporates effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>	<p>Adequately selects or crafts a topic, concept or idea that is personally meaningful and engaging.</p> <p>Responds adequately to ideas developed in works of literature and other texts; and analyzes the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives.</p> <p>Adequately incorporates effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>	<p>Simplistically selects or crafts a topic, concept or idea that is engaging.</p> <p>Responds simplistically to ideas developed in works of literature and other texts; and analyzes the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives.</p> <p>Partially incorporates effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>	<p>Does not select or craft a topic, concept or idea that is engaging.</p> <p>Superficially and/or rarely responds to ideas developed in works of literature and other texts; and analyzes the ways in which ideas are reflected in personal and cultural opinions, values, beliefs, and perspectives.</p> <p>Does not incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>
Organization		<p>Skillfully selects a text form appropriate to the content and purpose when creating text.</p> <p>Skillfully communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p>	<p>Adequately selects a text form appropriate to the content and purpose when creating text.</p> <p>Logically communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p>	<p>Simplistically selects a text form appropriate to the content and purpose when creating text.</p> <p>Partially and/or simplistically communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p>	<p>Superficially selects a text form appropriate to the content and purpose when creating text.</p> <p>Superficially and/or incompletely communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p>

		Organizes information purposefully logically and effectively develops relationships among controlling ideas, supporting ideas, and details. Effectively strengthens relationships between ideas to enhance the unity of the writing.	Organizes information logically and develops relationships among controlling ideas, supporting ideas, and details. Adequately strengthens relationships between ideas to enhance the unity of the writing.	Partially organizes information and simplistically develops relationships among controlling ideas, supporting ideas and details. Partially and/or simplistically strengthens relationships between ideas to enhance the unity of the writing.	Rarely organizes information and superficially develops relationships among controlling ideas, supporting ideas and details. Rarely and or superficially strengthens relationships between ideas to enhance the unity of the writing.
		4 <i>Meeting curricular outcomes with an enriched understanding</i>	3 <i>Meeting curricular outcomes</i>	2 <i>Approaching curricular outcomes</i>	1 <i>Not yet meeting curricular outcomes</i>
Conventions	Capitalization	Writers consistently apply capitalization in writing.	Writers frequently apply capitalization in writing.	Writers sometimes apply capitalization in writing.	Writers rarely apply capitalization in writing.
	Punctuation	Writers consistently attend to correct punctuation which include: <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics Writers consistently apply knowledge of conventions independently.	Writers frequently attend to correct punctuation which include: <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics Writers frequently apply knowledge of conventions independently.	Writers sometimes attend to correct punctuation which include: <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics Writers sometimes apply knowledge of conventions independently.	Writers rarely attend to correct punctuation such as: <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics Writers rarely apply knowledge of conventions independently.
Grammar	Parts of Speech	Writers skillfully and/or consistently use parts of speech including: <ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Prepositions • Definite and indefinite articles • Coordinating and subordinating conjunctions 	Writers adequately and/or frequently use parts of speech including: <ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Prepositions • Definite and indefinite articles • Coordinating and subordinating conjunctions 	Writers simplistically and/or occasionally use parts of speech including: <ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Prepositions • Definite and indefinite articles • Coordinating and subordinating conjunctions 	Writers rarely use parts of speech including: <ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Prepositions • Definite and indefinite articles • Coordinating and subordinating conjunctions
		Writers skillfully and/or consistently use a variety of sentence patterns and structures including: <ul style="list-style-type: none"> • Simple 	Writers adequately and/or frequently use a variety of sentence patterns and structures including: <ul style="list-style-type: none"> • Simple 	Writers simplistically and/or occasionally use a variety of sentence patterns and structures including: <ul style="list-style-type: none"> • Simple 	Writers rarely use a variety of sentence patterns and structures including: <ul style="list-style-type: none"> • Simple

	Sentence Structure	<ul style="list-style-type: none"> • Compound • Complex • Compound-complex 	<ul style="list-style-type: none"> • Compound • Complex • Compound-complex 	<ul style="list-style-type: none"> • Compound • Complex • Compound-complex 	<ul style="list-style-type: none"> • Compound • Complex • Compound-complex
Spelling		Writers skillfully apply knowledge of spelling independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules.	Writers adequately apply knowledge of spelling independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules.	Writers simplistically apply knowledge of spelling independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules.	Writers rarely apply knowledge of spelling independently, or with the use of a handbook or other tools, such as a list of spelling strategies or rules.