

Grade 11 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	<p>Develops an effective plan that will address the topic and purposefully satisfies contextual requirements – purpose, audience, and context – and requirements of presentation form.</p> <p>Forms purposeful generalizations by integrating new information with prior knowledge.</p> <p>Draw conclusions that are effective to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.</p>	<p>Develops an adequate plan that will address the topic and appropriately satisfies contextual requirements – purpose, audience, and context – and requirements of presentation form.</p> <p>Forms adequate generalizations by integrating new information with prior knowledge.</p> <p>Draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.</p>	<p>Develops a basic plan that will address the topic and simplistically satisfies contextual requirements – purpose, audience, and context – and requirements of presentation form.</p> <p>Forms basic generalizations by integrating new information with prior knowledge.</p> <p>Draw conclusions that are basic to findings, reflect own understandings and are consistent with the identified topic, purpose, and situation.</p>	<p>Plan is underdeveloped and/or does not address the topic or satisfies contextual requirements – purpose, audience, and context – and requirements of presentation form.</p> <p>Rarely forms generalizations by integrating new information with prior knowledge.</p> <p>Does not yet draw conclusions that rarely reflect own understandings and are inconsistent with the identified topic, purpose, and situation.</p>
	Research	<p>Effectively records information accurately and completely, and documents reference sources, as appropriate.</p> <p>Effectively and ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.</p>	<p>Adequately records information accurately and completely, and documents reference sources, as appropriate.</p> <p>Adequately and ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.</p>	<p>Inconsistently records information accurately and completely, and documents reference sources, as appropriate.</p> <p>Partially and at times ethically uses print and digital tools as resources to assist with text creation and prepare a detailed record of references.</p>	<p>Does not yet record information accurately and/or completely, and documents reference sources, as appropriate.</p> <p>Does not yet use print and digital tools as resources effectively and/or ethically to assist with text creation and prepare a detailed record of references.</p>
	Revise & Edit	<p>When revising, the writer effectively and consistently reviews and revises</p> <ul style="list-style-type: none"> the controlling idea or desired unifying effect of a text in progress for clarity and focus. the use of accurate, specific and precise support to develop and reinforce a controlling idea. for consistency, completeness, and relevance of support by adding to, modifying, or deleting details to enhance communication. the organizational components (beginning, body and closing) of the text to ensure effective development of ideas. 	<p>When revising, the writer adequately and frequently reviews and revises</p> <ul style="list-style-type: none"> the controlling idea or desired unifying effect of a text in progress for clarity and focus. the use of accurate, specific and precise support to develop and reinforce a controlling idea. for consistency, completeness, and relevance of support by adding to, modifying, or deleting details to enhance communication. the organizational components (beginning, body and closing) of the text to ensure effective development of ideas. 	<p>When revising, the writer partially and/or inconsistently reviews and revises</p> <ul style="list-style-type: none"> the controlling idea or desired unifying effect of a text in progress for clarity and focus. the use of accurate, specific and precise support to develop and reinforce a controlling idea. for consistency, completeness, and relevance of support by adding to, modifying, or deleting details to enhance communication. the organizational components (beginning, body and closing) of the text to ensure effective development of ideas. 	<p>When revising, the writer superficially and/or rarely reviews and revises</p> <ul style="list-style-type: none"> the controlling idea or desired unifying effect of a text in progress for clarity and focus. the use of accurate, specific and precise support to develop and reinforce a controlling idea. for consistency, completeness, and relevance of support by adding to, modifying, or deleting details to enhance communication. the organizational components (beginning, body and closing) of the text to ensure effective development of ideas.

		<ul style="list-style-type: none"> necessary transitions and transitional devices to strengthen coherence. For punctuation, spelling, word choice, grammar and sentence structure for effect. punctuation, spelling, word choice, grammar and sentence structure for correctness. When appropriate, uses unconventional punctuation, spelling and sentence structure for effect. 	<ul style="list-style-type: none"> necessary transitions and transitional devices to strengthen coherence. For punctuation, spelling, word choice, grammar and sentence structure for effect. punctuation, spelling, word choice, grammar and sentence structure for correctness. When appropriate, uses unconventional punctuation, spelling and sentence structure for effect. 	<ul style="list-style-type: none"> necessary transitions and transitional devices to strengthen coherence. For punctuation, spelling, word choice, grammar and sentence structure for effect. punctuation, spelling, word choice, grammar and sentence structure for correctness. When appropriate, uses unconventional punctuation, spelling and sentence structure for effect. 	<ul style="list-style-type: none"> necessary transitions and transitional devices to strengthen coherence. For punctuation, spelling, word choice, grammar and sentence structure for effect. punctuation, spelling, word choice, grammar and sentence structure for correctness. When appropriate, uses unconventional punctuation, spelling and sentence structure for effect.
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Content and Critical Expression	Content	<p>Effectively selects or crafts a topic, concept or idea that is personally meaningful and engaging.</p> <p>Effectively develops content to support a controlling idea or to produce a unifying effect.</p> <p>Responds effectively 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>Incorporates specific and relevant 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>Adequately develops content to support a controlling idea or to produce a unifying effect.</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>Incorporates appropriately chosen 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 personally meaningful and engaging.</p> <p>Simplistically and/or inconsistently develops content to support a controlling idea or to produce a unifying effect.</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>Incorporates simplistic examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>	<p>Does not yet select or craft a topic, concept or idea that is personally meaningful and engaging.</p> <p>Superficially and/or rarely develops content to support a controlling idea or to produce a unifying effect.</p> <p>Responds superficially and/or rarely 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 yet incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate.</p>
	Audience & Word Choice	<p>Purposefully develops content appropriate to form and context to accomplish purpose and engage audience.</p> <p>Effectively uses language and structure to create different effects in particular situations and for purposes and audiences.</p>	<p>Adequately develops content appropriate to form and context to accomplish purpose and engage audience.</p> <p>Appropriately uses language and structure to create different effects in particular situations and for purposes and audiences.</p>	<p>Partially and/or inconsistently develops content appropriate to form and context to accomplish purpose and engage audience.</p> <p>Simplistically uses language and structure to create different effects in particular situations and for purposes and audiences.</p>	<p>Superficially develops content appropriate to form and context to accomplish purpose and engage audience.</p> <p>Rarely uses language and structure to create different effects in particular situations and for purposes and audiences.</p>

Grade 11 Rubric		4 <i>Meeting curricular outcomes with an enriched understanding (EU)</i>	3 <i>Meeting curricular outcomes (M)</i>	2 <i>Approaching curricular outcomes (A)</i>	1 <i>Not yet meeting curricular outcomes (NY)</i>
Organization		<p>Effectively selects a text form appropriate to the content and purpose when creating text.</p> <p>Purposefully communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p> <p>Organizes information purposefully and effectively develops relationships among controlling ideas, supporting ideas, and supporting details.</p>	<p>Adequately selects a text form appropriate to the content and purpose when creating text.</p> <p>Adequately communicates scope by framing an effective controlling idea or describing a strong unifying effect.</p> <p>Organizes information and logically and adequately develops relationships among controlling ideas, supporting ideas, and supporting details.</p>	<p>Selects a simplistic 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>Partially organizes information and simplistically develops relationships among controlling ideas, supporting ideas, and supporting details.</p>	<p>Rarely 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> <p>Rarely organizes information and superficially develops relationships among controlling ideas, supporting ideas, and supporting details.</p>
Conventions <i>proportion of error to length and complexity of response must be considered</i>	Capitalization	Consistently apply capitalization in writing.	Frequently applies capitalization in writing.	Occasionally applies capitalization in writing.	Rarely applies capitalization in writing.
	Punctuation	<p>Consistently attends to correct punctuation independently which include:</p> <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics • End punctuation 	<p>Frequently attends to correct punctuation independently which include:</p> <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics • End punctuation 	<p>Occasionally attends to correct punctuation independently which include:</p> <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics • End punctuation 	<p>Rarely attends to correct punctuation independently which include:</p> <ul style="list-style-type: none"> • Commas • Semicolons • Colons • Apostrophes • Quotation marks • Hyphens • Dashes • Ellipses • Parentheses • Underlining and italics • End punctuation
Grammar <i>proportion of error to length and complexity of response must be considered</i>	Parts of Speech	<p>Demonstrates precise control when using parts of speech, which may include:</p> <ul style="list-style-type: none"> • clauses and phrases, including verbal phrases (participle, gerund and infinitive). • grammatical agreement, including correct pronoun reference. • pronoun–antecedent agreement. • modifiers and other parts of speech. • subject-verb agreement. 	<p>Demonstrates competent control when using parts of speech, which may include:</p> <ul style="list-style-type: none"> • clauses and phrases, including verbal phrases (participle, gerund and infinitive). • grammatical agreement, including correct pronoun reference. • pronoun–antecedent agreement. • modifiers and other parts of speech. • subject-verb agreement. 	<p>Demonstrates basic control when using parts of speech, which may include:</p> <ul style="list-style-type: none"> • clauses and phrases, including verbal phrases (participle, gerund and infinitive). • grammatical agreement, including correct pronoun reference. • pronoun–antecedent agreement. • modifiers and other parts of speech. • subject-verb agreement. 	<p>Does not yet demonstrate control when using parts of speech, which may include:</p> <ul style="list-style-type: none"> • clauses and phrases, including verbal phrases (participle, gerund and infinitive). • grammatical agreement, including correct pronoun reference. • pronoun–antecedent agreement. • modifiers and other parts of speech. • subject-verb agreement.

	Sentence Structure	Skillfully and consistently uses: <ul style="list-style-type: none"> structural features such as appositives and parallel structures. a variety of sentence patterns and structures to create intended effects such as simple, compound, complex, compound-complex sentences. 	Adequately and often uses: <ul style="list-style-type: none"> structural features such as appositives and parallel structures. a variety of sentence patterns and structures to create intended effects such as simple, compound, complex, compound-complex sentences. 	Ineffectively and/or occasionally uses: <ul style="list-style-type: none"> structural features such as appositives and parallel structures. a variety of sentence patterns and structures to create intended effects such as simple, compound, complex, compound-complex sentences. 	Not yet using: <ul style="list-style-type: none"> structural features such as appositives and parallel structures. a variety of sentence patterns and structures to create intended effects such as simple, compound, complex, compound-complex sentences.
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Spelling		Consistently applies spelling conventions consistently and independently.	Frequently applies spelling conventions consistently and independently.	Occasionally applies spelling conventions independently.	Rarely applies spelling conventions.