

Grade 9 Year End		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>
<b>Content and Creative Expression</b>	Content	<b>Effectively</b> creates a text that thoroughly and/or creatively explores a common theme/topic.  <b>Effectively</b> incorporates story structure and characters, points of view, convincing arguments, or an effective balance of research and own ideas when appropriate.	<b>Adequately</b> creates a text that thoroughly and/or creatively explores a common theme/topic.  <b>Adequately</b> incorporates story structure and characters, points of view, convincing arguments, or an effective balance of research and own ideas when appropriate.	<b>Simplistically</b> creates a text that explores a common theme/topic.  <b>Partially</b> incorporates story structure and characters, points of view, convincing arguments, or an effective balance of research and own ideas when appropriate.	<b>Does not yet</b> create a text that explores a common theme/topic.  <b>Incompletely</b> incorporates story structure and characters, points of view, convincing arguments, or an effective balance of research and own ideas when appropriate.
	Audience & Purpose	<b>Effectively</b> develops content appropriate to purpose, audience, situation, and selects content (visual, print and/or other media) to accomplish purpose and persuade/appeal to the audience.	<b>Adequately</b> develops content appropriate to purpose, audience, situation, and selects content (visual, print and/or other media) to accomplish purpose and persuade/appeal to the audience.	<b>Simplistically</b> develops content appropriate to purpose, audience, situation, and selects content (visual, print and/or other media) to accomplish purpose and persuade/appeal to the audience.	<b>Incompletely</b> develops content appropriate to purpose, audience, situation, and selects content (visual, print and/or other media) to accomplish purpose and persuade/appeal to the audience.
	Expressive Language & Word Choice	<b>Effectively</b> experiments with language and particular forms to communicate themes and various perspectives.  <b>Purposefully</b> selects specific vocabulary to enhance the purpose/message to the audience.	<b>Adequately</b> experiments with language and particular forms to communicate themes and various perspectives.  <b>Appropriately</b> selects specific vocabulary to enhance the purpose/message to the audience.	<b>Simplistically</b> experiments with language and particular forms to communicate themes and various perspectives.  Selects <b>simplistic</b> and/or <b>repetitive</b> vocabulary to communicate the purpose/message to the audience.	<b>Does not yet</b> experiment with language and particular forms to communicate themes and various perspectives.  <b>Haphazardly</b> selects vocabulary to communicate the purpose/message to the audience.
<b>Organization</b>		<b>Effectively</b> develops coherence by relating key ideas to the overall purpose of the text.  <b>Purposefully</b> organizes key ideas into sentences and paragraphs to demonstrate unity and coherence.  <b>Purposefully</b> selects information that provide effective support, convincing argument, or unique perspectives.	<b>Appropriately</b> develops coherence by relating key ideas to the overall purpose of the text.  <b>Adequately</b> organizes key ideas into sentences and paragraphs to demonstrate unity and coherence.  <b>Thoughtfully</b> selects information that provide effective support, convincing argument, or unique perspectives.	<b>Partially</b> develops coherence by relating key ideas to the overall purpose of the text.  <b>Simplistically</b> organizes key ideas into sentences and paragraphs to demonstrate unity and coherence.  <b>Partially</b> selects information that provide support, convincing argument, or unique perspectives.	<b>Does not yet</b> develop coherence by relating key ideas to the overall purpose of the text.  <b>Incompletely</b> and/or <b>haphazardly</b> organizes ideas into sentences, paragraphs to demonstrate unity and coherence.  <b>Haphazardly</b> and/or <b>does not yet</b> select information that provide support, convincing argument, or unique perspectives.
<b>Conventions</b>  <i>proportion of error to length and complexity of response must be considered</i>	Grammar	<b>Consistently</b> uses grammar to provide clear structure for the building of sentences and paragraphs which may include: <ul style="list-style-type: none"> <li>transitions</li> <li>parallel structure</li> <li>coordination, subordination, and apposition</li> </ul>	<b>Frequently</b> uses grammar to provide clear structure for the building of sentences and paragraphs which may include: <ul style="list-style-type: none"> <li>transitions</li> <li>parallel structure</li> <li>coordination, subordination, and apposition</li> </ul>	<b>Sometimes</b> uses grammar to provide clear structure for the building of sentences and paragraphs which may include: <ul style="list-style-type: none"> <li>transitions</li> <li>parallel structure</li> <li>coordination, subordination, and apposition</li> </ul>	<b>Rarely</b> uses grammar to provide clear structure for the building of sentences and paragraphs which may include: <ul style="list-style-type: none"> <li>transitions</li> <li>parallel structure</li> <li>coordination, subordination, and apposition</li> </ul>
	Punctuation	<b>Consistently</b> uses correct punctuation which includes: <ul style="list-style-type: none"> <li>quotation marks to distinguish words being discussed in own writing</li> <li>dashes to show sentence breaks or interrupted speech</li> </ul>	<b>Frequently</b> uses correct punctuation which includes: <ul style="list-style-type: none"> <li>quotation marks to distinguish words being discussed in own writing</li> <li>dashes to show sentence breaks or interrupted speech</li> </ul>	<b>Sometimes</b> uses correct punctuation which includes: <ul style="list-style-type: none"> <li>quotation marks to distinguish words being discussed in own writing</li> <li>dashes to show sentence breaks or interrupted speech</li> </ul>	<b>Rarely</b> uses correct punctuation which includes: <ul style="list-style-type: none"> <li>quotation marks to distinguish words being discussed in own writing</li> <li>dashes to show sentence breaks or interrupted speech</li> </ul>

	Capitalization	<b>Consistently</b> uses correct capitalization.	<b>Frequently</b> uses correct capitalization.	<b>Sometimes</b> uses correct capitalization.	<b>Rarely</b> uses correct capitalization.
<b>Grade 9 Year End</b>		<b>4</b> <i>Meeting curricular outcomes with an enriched understanding</i>	<b>3</b> <i>Meeting curricular outcomes</i>	<b>2</b> <i>Approaching curricular outcomes</i>	<b>1</b> <i>Not yet meeting curricular outcomes</i>
<b>Spelling</b> <i>proportion of error to length and complexity of response must be considered</i>	Spelling	<b>Consistently</b> uses correct spelling which may include: <ul style="list-style-type: none"> <li>variant spellings for particular effects depending on audience, purpose, content, and context.</li> </ul>	<b>Often</b> uses correct spelling which may include: <ul style="list-style-type: none"> <li>variant spellings for particular effects depending on audience, purpose, content, and context.</li> </ul>	<b>Occasionally</b> uses correct spelling which may include: <ul style="list-style-type: none"> <li>variant spellings for particular effects depending on audience, purpose, content, and context.</li> </ul>	<b>Rarely</b> uses correct spelling which may include: <ul style="list-style-type: none"> <li>variant spellings for particular effects depending on audience, purpose, content, and context.</li> </ul>