

## Grade 9-10 E/LA Curriculum Guide

### Unit: Writing Skills

#### Rubric

Criteria	4	3	2	1
<b>Spelling/Grammar</b>	<p>My spelling and grammar enhance the meaning of my writing.</p> <p>I have no spelling errors.</p> <p>I punctuate and capitalize according to APA format.</p> <p>I use the eight parts of speech correctly in my sentences.</p> <p>I use correct and consistent verb tenses throughout my writing.</p> <p>My subjects and verbs agree.</p>	<p>There are minimal spelling and grammar errors.</p> <p>I use the correct punctuation and capitalization.</p> <p>I use the eight parts of speech correctly in my sentences.</p> <p>My subjects and verbs agree.</p>	<p>My spelling and grammar sometimes impede the understanding of my writing.</p> <p>I have some spelling errors.</p> <p>I sometimes forget to use capitals.</p> <p>I sometimes put periods, commas, exclamation points or quotation marks in the wrong place.</p> <p>I sometimes use nouns, verbs and adjectives incorrectly in a sentence.</p> <p>I don't always use paragraphs where I should.</p>	<p>My spelling and grammar impede the understanding of my writing.</p> <p>I have spelling errors.</p> <p>I forget to use capitals.</p> <p>I usually put periods, commas, exclamation points or quotation marks in the wrong place.</p> <p>I use nouns, verbs and adjectives incorrectly in a sentence.</p> <p>I don't use paragraphs where I should.</p>
<b>Organization</b>	<p>My introduction features a well-developed thesis statement, a hook and/or background information when appropriate.</p> <p>My introduction contains a preview of the structure of the paper.</p> <p>My paragraphs vary in length to reflect the purpose of the paragraph.</p> <p>My paragraphs support and expand upon my thesis statement.</p> <p>My conclusion provides a satisfactory ending to the essay.</p>	<p>My paper features a thesis statement, a hook and/or background information when appropriate.</p> <p>My paragraphs have 5 to 7 related sentences.</p> <p>My paragraphs all relate to each other and support and expand upon my thesis statement.</p> <p>My conclusion restates my thesis statement and ties up the loose ends of my paper.</p> <p>Most of my paragraphs build off of one another.</p> <p>I have used writing tools (writing web, etc.) to prepare for my paper.</p>	<p>My thesis statement is weak or difficult to identify.</p> <p>My paragraphs are limited.</p> <p>Only some of my paragraphs are related to each other or the theme of my paper.</p> <p>I have a weak introduction, body and/or conclusion.</p> <p>Some of my paragraphs do not have topic sentences.</p> <p>The order of my paragraphs is confusing.</p> <p>I did not correctly use writing tools to help me organize my writing.</p>	<p>I have no identifiable thesis statement.</p> <p>I failed to organize my thoughts into paragraphs.</p> <p>Very few of my paragraphs are related to each other or the theme of my paper.</p> <p>I am missing the introduction, body and/or conclusion.</p> <p>Most of my paragraphs do not have topic sentences.</p> <p>I put very little thought into the order of my paragraphs.</p> <p>I did not use writing tools to help me organize my writing.</p>
<b>Content</b>	<p>My paper fully addresses the question(s) asked.</p> <p>I use specific and clear ideas.</p> <p>I use original ideas in my writing.</p> <p>I have a clear understanding of what I am writing about and elaborate on the details accordingly.</p> <p>My details are accurate and appropriately cited.</p> <p>I use reliable and current sources.</p>	<p>My paper fully addresses the question(s) asked.</p> <p>I use some specific and clear ideas.</p> <p>I use some original ideas in my writing.</p> <p>I have a clear understanding of what I am writing about and use enough supportive information to show it.</p> <p>My details are mostly accurate and appropriately cited.</p>	<p>My paper only partially addresses the question asked.</p> <p>My ideas are very general or vague.</p> <p>I appear to be confused about what I am writing and therefore don't use my information correctly.</p> <p>I do not use enough details to support my thesis.</p> <p>Very few of my details are accurate or appropriately cited.</p>	<p>My paper doesn't address the question asked.</p> <p>My ideas are unfocused or not present.</p> <p>It's not clear that I know what I'm writing about.</p>

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<b>Fluency</b>	<p>I use and explain appropriate terminology to express my ideas.</p> <p>I use effective transitions to show that ideas are connected.</p> <p>I use sentences that are natural and “easy on the ear” when read aloud.</p> <p>I use increasingly sophisticated sentence structure in my writing.</p>	<p>I sometimes use and explain appropriate terminology to express my ideas.</p> <p>I use transitions to show how ideas are connected.</p> <p>I sometimes use sentences that are natural and “easy on the ear” when read aloud.</p> <p>I attempt to use increasingly sophisticated sentence structure in my writing.</p>	<p>There is little variation in the length of my sentences.</p> <p>My paper is occasionally difficult to follow because I have trouble using effective transitions.</p>	<p>My sentence use is repetitive.</p> <p>My paper is consistently difficult to follow because my sentences are choppy and my paragraphs are not connected with transitions.</p>
<b>Word Choice</b>	<p>I consistently use varied and/or new words in my writing.</p> <p>The tone of my writing always matches my presentation of the subject matter and/or the purpose of the assignment.</p> <p>I use literary devices effectively to paint appropriate pictures in the reader’s mind.</p>	<p>I use varied and/or new words in my writing.</p> <p>The tone of my writing generally matches my presentation of the subject matter and/or the purpose of the assignment.</p> <p>I attempt to use literary devices effectively to paint appropriate pictures in the reader’s mind.</p>	<p>My sentences tend to begin in the same way.</p> <p>I seldom use new words in my writing.</p> <p>My attempts to paint appropriate pictures in the reader’s mind are ineffective.</p>	<p>My sentences always begin in the same way.</p> <p>I fail to use new words in my writing.</p> <p>There is no evidence in my writing of an attempt to paint appropriate pictures in the reader’s mind.</p>
<b>Voice</b>	<p>My paper is written for the correct audience.</p> <p>My paper is written from an appropriate and consistent point of view (i.e. no “I” or “you” statements in a research paper).</p>	<p>My voice is not always appropriate for my assigned audience.</p> <p>My voice is not always consistent.</p>	<p>My voice is rarely appropriate for my assigned audience.</p> <p>My voice is frequently inconsistent (i.e. research paper contains lots of “I or “you” statements).</p>	<p>My paper does not have a clear focus, audience, or voice.</p>