English Unit Success Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skills** | **5** | **4** | **3** | **2** | **1** |
| **Writing**  | Demonstrate a conscious and thorough understanding of the writing task and the subject matter. This task can be used as an example for other students. | Demonstrate a thoughtful understanding of the writing task and the subject matter. | Demonstrate a sound understanding of the writing task and the subject matter. | Demonstrate a basic understanding of the writing task and subject matter. This task needs revision. | Demonstrate limited or no understanding of the writing task and subject matter. This task needs revision. |
| **Use of textual evidence and historical context** | Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts. | Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts. | Use examples from the text to support most claims in your writing with some connections made between texts. | Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts. | No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand. |
| **Speaking & Listening** | Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Listens, responds and identifies the purpose.  | Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure. Listen and respond appropriately.  | Use sound but appropriate language, with a sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure. Able to attentively listen. | Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure. Able to attentively listen to others with assistance. | Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. Unable to attentively listen to others. |
| **Grammar and Punctuation** | Demonstrate control of the conventions with essentially no errors, even with sophisticated language. | Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language. | Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension. | Demonstrate basic control of the conventions, exhibiting frequent errors that make comprehension difficult. | Demonstrate limited or no control of the conventions, making comprehension almost impossible. |
| **Engagement** | On task, assisting others to complete work, producing outstanding work. | On task, assisting others to remain on task, completing work to a high standard. | On task, completing work as required. | Easily distracted, requiring assistance to remain on task however, is completing work on time. | Off task, talking about irrelevant issues, disturbing others, working slowly and not completing work in time allocated.  |