

Grade 11 Outcomes/Indicators	5 Advanced Mastery	4 Mastery	3 Proficiency	2 Approaching	1 Beginning
CC 20.4 Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.	<ul style="list-style-type: none"> • A sophisticated piece that is specific in its references and free of irrelevant content or summary. • Confidently demonstrates ability to discuss content with insight. • Writing is thought provoking, compelling, and original. • Purposeful and effective use of language and conventions. • Writing stays focused on the prompt and provides compelling support or details. 	<ul style="list-style-type: none"> • A thoughtful piece that is specific in its references and free of irrelevant content or summary. • Effectively demonstrates ability to discuss content with clarity. • Writing is well developed, logical, and relevant. • Comprehensive and coherent use of language and conventions. • Writing stays focused on the prompt and provides logical support or details. 	<ul style="list-style-type: none"> • An adequate piece that is sufficient in its references, but not as well organized or developed as Level 4 or Level 5. • Demonstrates ability to discuss content. • Writing is formulaic, mechanical, and somewhat limited. • Simplistic use of language and conventions. Does not impede audience understanding. • Writing mostly stays focused on the prompt and provides basic support or details. 	<ul style="list-style-type: none"> • An unrefined piece that lacks specific references and occasionally has irrelevant content or summary. • Inconsistently demonstrates ability to discuss content. • Writing is limited or vague. • Inconsistent use of language and conventions. Writing, at times, impedes audience understanding. • Writing has limited focused on the prompt and provides vague or incorrect support or details. 	<ul style="list-style-type: none"> • An unacceptably brief or incorrect piece. • Does not demonstrate ability to discuss content. • Writing is unclear and unfocused. • Language use and conventions impede audience understanding. • Writing has difficulty addressing prompt.
CC 20.4 (Option 1) (g) Write an essay of reflection (personal essay/commentary)	<ul style="list-style-type: none"> • Insightfully expresses a unique view of a precise aspect of life that is important to the student • Intriguingly introduces the topic and provides a clearly personal view • Provides rich and detailed support of the writer's viewpoint • Comprehensive summary of the writer's viewpoint in a compelling way (e.g. the lesson that it teaches about life). 	<ul style="list-style-type: none"> • Expresses a unique view of some aspect of life that is important to the student • Introduces the topic and provides a personal view • Provides support of the writer's viewpoint • Concludes writer's viewpoint in a thoughtful way (e.g. the lesson that it teaches about life). 	<ul style="list-style-type: none"> • Expresses a general view of some aspect of life important to the student • Basic Introduction of topic with an unsupported personal view • Provides some support for the writer's view point but is inconsistent • Sum's up writer's viewpoint in a predictable way 	<ul style="list-style-type: none"> • States a vague view of some aspect of life • Inadequately introduces the topic • Ineffectively supports the writer's viewpoint • Summary of writer's viewpoint is unfocused and inconclusive 	<ul style="list-style-type: none"> • Writer's view on some aspect of life is unclear or not stated • Introduction of topic is vague and ineffective • Writer's viewpoint is unsupported • Does not contain a summary of writer's viewpoint

<p>CC 20.4 (Option 2)</p> <p>(h) Write an essay of literary analysis</p>	<ul style="list-style-type: none"> • Is informative and insightful with a clear focus and specific details • Demonstrates thoughtful understanding of the similarities and differences, and presents the work in precise, logical order • Begins with a thoughtful introduction that intrigues the reader • Concludes comprehensively and logically • Uses correct terms precisely 	<ul style="list-style-type: none"> • Is informative with a clear focus and specific details • Demonstrates thorough understanding of the similarities and differences, and presents the work in logical order • Begins with a clear introduction that interests the reader • Concludes logically • Uses correct terms accurately 	<ul style="list-style-type: none"> • Is informative with a focus and basic details • Demonstrates adequate understanding of the similarities and differences, and presents the work comprehensively, if not logically. • Begins with a basic introduction • Concludes simplistically • Use of terms are partially correct 	<ul style="list-style-type: none"> • Limited focus and simplistic details • Demonstrates limited understanding of the similarities and differences and presents the work in a non-concise, logical fashion. • Begins with a vague introduction • Concludes incompletely • Use of terms are incorrect 	<ul style="list-style-type: none"> • Does not focus on the content of the literature and/or limited details are provided • Does not demonstrate understanding of the similarities and differences or is unable to communicate them • Does not include an introduction • Does not include a conclusion • Use of terms are lacking or incorrect
---	---	---	--	---	--