**Rubric for ELA 30A Inquiry Project Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/Meaning** | **Strong, focused message** | Your message is clearly on one topic with a strong message that is engaging and suspenseful. You have clearly tapped into both your own interests and those of your audience. Your message is compelling and relevant. | You independently represent a clear central message that is personally relevant, interesting, and meaningful to both you and your audience. |  With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message. Consider your own interests and those of your audience. | Even with help you struggle to present a message that is clear and on topic. Always keep your main idea in mind and build onto it.  |
| **Style appropriate to audience and purpose** | The style and voice of your text was carefully considered and developed to engage your intended audience and purpose. | The style and voice of your text suit your intended audience and purpose. | With help you create a text with a style and voice that suit your intended audience and purpose. Working on making these decisions on your own. | With much help you create a text with a style and voice that somewhat suits your intended audience and purpose. As you work on your writing, check with others to be sure it is making sense. |
| **Addresses the why of the inquiry** | You creatively draw the audience into sharing your interest and understanding why you chose to do this inquiry. | You generated engaging questions and fully explain the questions that led you to the inquiry. | With assistance, you partially help the audience to understand what led you to the inquiry. Think about the questions you have and how you can share that wonder more fully. | You are having trouble helping the audience to understand what led you to the inquiry. Step back and really ask questions about your topic. Find something that interests you first! |
| **Seek information through current, reliable sources - cited** | You use a rich variety of relevant and reliable sources and confidently and accurately cite them within your message. You explore beyond the basic sources into unique digital and informational sources. You gather and synthesize in order to create your own perspective. | You independently use and accurately cite a variety of current, reliable, digital and informational sources to gather and synthesize information and perspectives. | With help you use and accurately cite a variety of current reliable sources. Would a graphic organizer help you do this more independently? Consider both digital and other informational sources. | You are having trouble using and accurately citing some current reliable sources. Use a graphic organizer and keep track as you go! Be clear about your source options and how to find them. |
| **Incorporate sources strategically** | You incorporate, strategically and compellingly, source material. You clearly understand the variety of ways to do this and use each effectively and correctly. Your incorporation occurs while maintaining flow and impact. It is a balance of your ideas and those of others. | You incorporate, strategically, source material in a variety of ways, including direct quotations, paraphrasing, summarizing, and using ellipses and brackets. | You incorporate some sources strategically. Explore all the ways you can use the ideas of others. How do you know which strategy to use when? Be sure you are using each correctly. | You are having trouble incorporating sources into your project. What are all the ways you can do this? When is it best to use each type? How can you combine your ideas with those of others? Seek help and examine examples for ideas. |
| **Evaluate information** | You evaluate information for completeness, historical context, balance of perspectives and bias. You can explain your findings and consider alternate sources in order to “fill in the gaps” and propose a more balance perspective. | You evaluate information for completeness, historical context, balance of perspectives and bias and can explain your findings. | You can evaluate some of the information you find and begin to decide how your purpose and the author’s purpose align. How can you find various perspectives?  | You are having trouble evaluating information. Each time you come across information ask: how does this fit my message? What was the author’s purpose? What am I trying to say? How can I find out more? How does when and where the text was created affect its value to me? |
| **Organization and Coherence** | **Relevant, logical details to support message, and suited to audience and purpose** | You have shared engaging and thorough details to support your message. Audience and purpose were clearly part of your writing process. You are sure of your chosen perspective and support it fully. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose and well as your chosen perspective. | With help, you provided some details to support your message. How can you build on your ideas to make your narrative be more substantial? | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your story? Spend more time in the pre-writing stage. |
| **Logical and appropriate organization** | The body of your message is powerfully logical and coherent. Your beginning is highly engaging and you ending leave the reader with a strong sense of understanding. You clearly organized and reorganized for clarity and effect. | The body of your message is logically and coherently organized. You have presented a clear beginning, middle and end. | You need help to organize the body of your message in a logical and coherent way. This work needs to be done in the “before” and “during” stage of writing. | You are having trouble organizing the body of your message in a logical and coherent way. Use your planning tool to help you organize better. |
| **Style and Language Choices** | **Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)** | You intuitively use language choices that add richness, power and clarity to your message. You have taken risks and tried new things! | Your language choices are suitable to your message. You have used language effectively to deliver your narrative. | With help you choose some language that is suitable to your message. Explore new ways to express ideas. Spend time before writing exploring words and phrases. | You are having trouble choosing language that is suitable to your message. Think about how you can make choices for the best communication. Spend time exploring examples of narratives to get ideas. |

Sources: human, libraries, databases, networks, videos, webinars, discussions and interviews

**Feedback:**