## 12.1.3 End-of-Unit Rubric

\_\_\_\_/\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Coherence, Organization, and Style	Skillfully engage and orient the reader	Engage and orient the reader by	Somewhat effectively engage or orient	Ineffectively engage or orient the
The extent to which the response	by thoroughly and clearly setting out a	setting out a problem, situation, or	the reader by partially setting out a	reader by insufficiently setting out a
engages and orients the reader by	problem, situation, or observation and	observation and its significance,	problem, situation, or observation and	problem, situation, or observation and
setting out a problem, situation,	its significance, establishing one or	establishing one or multiple point(s) of	its significance, establishing one or	its significance, establishing one or
or observation and its	multiple point(s) of view, and	view, and introducing a narrator	multiple point(s) of view, and	multiple point(s) of view, and
significance, establishing one or	introducing a narrator and/or	and/or characters; create a smooth	introducing a narrator and/or	introducing a narrator and/or
multiple point(s) of view, and	characters; skillfully create a smooth	progression of experiences or events.	characters; create an unclear	characters; create a disorganized
introducing a narrator and/or	progression of experiences or events.	(W.11-12.3.a)	progression of experiences or events.	collection of experiences or events.
characters; and creates a smooth	(W.11-12.3.a)	the second state de la seconda se se	(W.11-12.3.a)	(W.11-12.3.a)
progression of experiences or		Use narrative techniques such as		
events.	Skillfully use narrative techniques such	dialogue, pacing, description,	Somewhat effectively use narrative	Ineffectively or rarely use narrative
	as dialogue, pacing, description,	reflection, and multiple plot lines,	techniques such as dialogue, pacing,	techniques such as dialogue, pacing,
CCSS.ELA-Literacy.W.11-12.3	reflection, and multiple plot lines,	developing experiences, events, and/or characters. (W.11-12.3.b)	description, reflection, and multiple plot lines, partially developing	description, reflection, and multiple
Write narratives to develop real or	thoroughly developing experiences,	and/or characters. (W.11-12.3.D)		plot lines, insufficiently developing
imagined experiences or events	events, and/or characters. (W.11-	Use a variety of techniques to	experiences, events, and/or characters. (W.11-12.3.b)	experiences, events, and/or
using effective technique, well-	12.3.b)	sequence events so that they build on		characters. (W.11-12.3.b)
chosen details, and well-structured	Skillfully use a variety of techniques to	one another to create a coherent	Somewhat effectively use techniques,	Ineffectively use techniques, creating
event sequences.	sequence events so that they build on	whole and build toward a particular	or use unvaried techniques to	a disorganized collection of events
erent sequences:	one another to create a coherent	tone and outcome. (W.11-12.3.c)	sequence events so that they	that fail to build on one another to
CCSS.ELA-Literacy.W.11-12.3.a	whole and clearly build toward a		insufficiently build on one another to	create a coherent whole or a
Engage and orient the reader by	particular tone and outcome. (W.11-	Use precise words and phrases, telling	create a loosely connected whole or a	particular tone and outcome. (W.11-
setting out a problem, situation, or	12.3.c)	details, and sensory language,	particular tone and outcome. (W.11-	12.3.c)
observation and its significance,		conveying a vivid picture of the	12.3.c)	
establishing one or multiple	Skillfully use precise words and	experiences, events, setting, and/or		Ineffectively use precise words and
point(s) of view, and introducing a	phrases, telling details, and sensory	characters. (W.11-12.3.d)	Somewhat effectively use precise	phrases, telling details, and sensory
narrator and/or characters; create	language, conveying a complete and	Provide a conclusion that follows from	words and phrases, telling details, and	language, conveying an unclear
a smooth progression of	vivid picture of the experiences,	and reflects on what is experienced,	sensory language, conveying a clear picture of the experiences, events,	picture of the experiences, events,
experiences or events.	events, setting, and/or characters. (W.11-12.3.d)	observed, or resolved over the course	setting, and/or characters. (W.11-	setting, and/or characters. (W.11-
experiences of events.	(WV.11-12.3.0)	of the narrative. (W.11-12.3.e)	<b>U</b>	12.3.d)
The extent to which the response	Provide a conclusion that clearly		12.3.d)	Provide a conclusion that does not
uses narrative techniques, such as	follows from and skillfully reflects on	Adapt voice, awareness of audience,	Provide a conclusion that loosely	follow from or reflect on what is
dialogue, pacing, description,	what is experienced, observed, or	and use of language to accommodate	follows from and partially reflects on	experienced, observed, or resolved
reflection, and multiple plot lines,	resolved over the course of the	a variety of cultural contexts. (W.11-	what is experienced, observed, or	over the course of the text. (W.11-
to develop experiences, events,	narrative. (W.11-12.3.e)	12.3.f)	resolved over the course of the text.	12.3.e)
and/or characters.			(W.11-12.3.e)	
CCSS.ELA-Literacy.W.11-12.3.b	Skillfully adapt voice, awareness of		Concerning the traffic attraction of the state of the	Ineffectively adapt voice, awareness
CC33.LLA-LILETACY.VV.11-12.3.D	audience, and use of language to		Somewhat effectively adapt voice,	of audience, and use of language,
Use narrative techniques, such as	thoughtfully accommodate a variety		awareness of audience, and use of	rarely accommodating a variety of

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	of cultural contexts. (W.11-12.3.f)		language to accommodate a variety of cultural contexts. (W.11-12.3.f)	cultural contexts. (W.11-12.3.f)
The extent to which the response uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.				
CCSS.ELA-Literacy.W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).				
The extent to which the response uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
CCSS.ELA-Literacy.W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
The extent to which the response provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				



Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. The extent to which the response adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. CCSS.ELA-Literacy.W.11-12.3.f Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
Coherence, Organization, and Style The extent to which the response demonstrates clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development,	Consistently demonstrate clear and coherent writing in which the development, organization, and style thoroughly and skillfully address the task, purpose, and audience.	Demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Inconsistently demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Rarely demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
organization, and style are appropriate to task, purpose, and audience.	Demonstrate skillful command of	Demonstrate command of	Demonstrate partial command of	Demonstrate insufficient command of
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.				
Control of Conventions The extent to which the response observes hyphenation conventions. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.a Observe hyphenation conventions.	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficult. (L.11- 12.2.a)
Control of Conventions The extent to which the response is spelled correctly. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.b Spell correctly.	Spell correctly with no errors. (L.11- 12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with frequent errors that make comprehension difficult. (L.11-12.2.b)

• A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.

• A response that is totally copied from the text with no original writing must be given a 0.

• A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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## 12.1.3 End-of-Unit Checklist

## Assessed Standards: \_\_\_\_\_

	Does my response	•
Coherence, Organization, and Style	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	
	Establish one or multiple point(s) of view? (W.11-12.3.a)	
	Introduce a narrator and/or characters? (W.11-12.3.a)	
	Create a smooth progression of experiences or events? (W.11-12.3.a)	
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome? (W.11-12.3.c)	
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? <b>(W.11-12.3.e)</b>	
	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts? (W.11-12.3.f)	
	Demonstrate clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience? <b>(W.11-12.4)</b>	
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	



Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L.11-12.1, L.11-12.2)</b>	
	Demonstrate command of hyphenation conventions? (L.11- 12.2.a)	
	Demonstrate accurate spelling? (L.11-12.2.b)	

