# Grade 10 Identifying Writing Variables Rubric

| | OUT OF RANGE 0 | SOMEWHAT MEETS OUTCOME 0.5 | MEETS OUTCOME 1 |
|---|---|---|---|
| **Central Idea** | No theme or idea is listed. Student copies verbatim the theme of the exam | Students identify a connecting theme but don't extend to an actual idea<br>ie: meeting my dad for the first time, learning how to play soccer, getting over my fear of spiders | Students identify either the exam theme or a connected theme AND extend to an actual idea<br>ie: learning how the play soccer can help you make friends, meeting my dad taught me famitly is important, playing music is good at relieving stress |
| **Form** | Student does not indicate writing style used (descriptive, narrative, etc) and that the form is a paragraph. | Student indicates the writing style used but doesn't indicate the form is a paragraph<br>-OR-<br>Student indicates it's a paragraph but doesn't identify one of the writing styles (descriptive, expository, etc) | Student indicates the writing style used (persuasive, descriptive, expository, or narrative)<br>AND<br>Student indicates that it's a paragraph |
| **Audience** | Audience identified is very generalized<br>ie: everyone, anybody, people, etc<br>Audience identified is not a public audience<br>ie: the teacher, whoever marks this<br>Audience identified is a long list<br>ie: "kids, adults,, gamers, grandparents" | Audience identified is somewhat generalized<br>ie: people who like sports, anybody that plays video games, students, adults, etc<br><br>Audience identified is specific but illogical given the other variables listed. | Audience identified is relevant and specific<br>Ie: teenagers that suffer from depression, gamers that like cosplay, my immediate family |
| **Purpose** | No purpose is listed.<br>Purpose identified is not a public purpose<br>ie: to pass grade 10, to get a good mark, to impress Mr. Barra, etc | Student identifies a purpose that doesn't completely match the writing form.<br>ie: (persuasive) to teach the reader about the differences between religion and spirituality<br>If a purpose is listed, students should receive half a mark, even if it's somewhat illogical. | For persuasive paragraph, student writes "to persuade", for descriptive student writes "to describe" or "to inform" (if this matches their work), for expository student writes "to inform", and for narrative student writes "to entertain". Note: students may also use suitable synonyms. ie: to convince |
| **Context** | No context is identified. Context identified is very illogical given the form, audience and/or purpose | Context identified is somewhat vague<br>ie: the library, an internet blog, in a magazine, spoken on a stage | Context identified is relevant and specific<br>ie: in a medical journal, on a blog for gamers, in a snowboarding magazine, on a stage during our next school assembly |