**Introductory English Language Arts Assignment**

This assignment has many purposes, which include introducing the members of this class to me, providing a writing sample for each of you, and to build some community.

**You will be writing a biography of a class mate.**

To begin, you will be led through a group forming exercise. Once you have your group (4 students work the best), you will meet and begin the interview process.

However, before you can begin the interview, you will generate and agree upon the SIX BEST INTERVIEW QUESTIONS. These questions cannot generate yes or no answers. They must be open ended and interesting and provide rich and wonderful data on your subject!

Write these questions out and hand them in to the teacher, with all four group members names on the sheet.

From there, your group will divide into two. Each pair will use the six questions to interview each other, taking notes on the answers.

Your job is now to turn into a writer and write an interesting biographical piece which will honour and represent your interviewee. What form will your writing take? Is it an expose? Is it an instruction manual? Is it a short story, a script for a podcast, an artist statement, a Sports Illustrated article? Do you write for *Fox News* or for *The Guardian*?

To be an effective writer, you will not simply write a six paragraph composition answering each of the questions in tandem.

Please see the attached rubric for a guideline on how you will be marked.

**Grade 10 General Writing Rubric**

**6**

The six response is **superior** and may draw upon any number of factors, such as depth of discussion, effectiveness of argument, or level of insight. It exhibits an effective writing style and a sophisticated use of language. Language is used skillfully to convey meaning, possibly through the use of devices, a sophistication of wit, or the quality of imagination. Errors are very minimal.

**5**

The five response is **proficient** and reflects a strong grasp of the topic and the text at the interpretive level. Some manipulation of language is used to create a desired effect, with a very clear understanding of purpose and audience. The writing is clear and precise, well organised and demonstrates a strong command of the conventions of language, including vocabulary and sentence structure. Errors may be present, but they do not distract.

**4**

The four response is **competent.** The assertions made tend to be simplistic, and understanding is demonstrated to be literal and without depth or flair. There are no significant errors in understanding. References and support are present and appropriate, but may be limited in scope or depth of argument. Structure is predictable and relatively mechanical. The writing and vocabulary is straightforward. Conventions of language are generally followed, with some errors are evident and/or frequent. Thesis is present.

**3**

The three response is **emerging** towards grade level expectations. Understanding of the topic or task may be partially flawed. May repetitive, or presented as a list. Transitions are not present. The response shows some purpose and sense of audience but ideas are somewhat underdeveloped with very little variety in vocabulary or sentence structure. Errors are significant enough to impede meaning in places.

**2**

The two response is **inadequate**. While there is an attempt to address the topic, understanding of the task or text may be seriously flawed. The ideas are seriously underdeveloped. Errors are recurring, distracting, and impede meaning.

**1**

**Unacceptable response.** Although an attempt was made to address the task, it is too brief or there is a complete lack of understanding.