***Language and Lit - Year 3 Rubric***

**Criterion A: Analyzing**

* identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
* identify and explain the effects of the creator’s choices on an audience
* justify opinions and ideas, using examples, explanations and terminology
* interpret similarities and differences in features within and between genres and texts

|  |  |
| --- | --- |
| **Achievement**  **Level** | **Level Descriptor** |
| 0 | the student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student:   * provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships among texts * provides **minimal** identification and explanation of the effects of the creator’s choices on an audience * **rarely** justifies opinions and ideas with examples or explanations; uses **little** **or no** terminology * interprets **few** similarities and differences in features within and between genres and texts |
| 3-4 | The student:   * provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationships among texts * provides **adequate** identification and explanation of the effects of the creator’s choices on an audience * justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology * interprets **some** similarities and differences in features within and between genres and texts. |
| 5-6 | The student:   * provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts * provides **substantial** identification and explanation of the effects of the creator’s choices on an audience * **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology * **competently** interprets similarities and differences in features within and between genres and texts. |
| 7-8 | The student:   * provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts **thoroughly** * provides **perceptive** identification and explanation of the effects of the creator’s choices on an audience * gives **detailed justification** of opinions and ideas with a **range** of examples, and thorough explanations; uses **accurate** terminology * **perceptively compares and contrasts** features within and between genres and texts. |

**Criterion B: Organizing**

* employ organizational structures that serve the context and intention
* organize opinions and ideas in a coherent and logical manner
* use referencing and formatting tools to create a presentation style suitable to the context and intention

|  |  |
| --- | --- |
| **Achievement**  **Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student:   * **minimal** use of organizational structures through these many not always serve the context and intention * organizes opinions and ideas with a **minimal degree of coherences and logic.** * **minimal** use of referencing and formatting tools to create a presentation style that **may not always** be suitable to the context and intention |
| 3-4 | The student:   * **adequate** use of organizational structures that serve the context and intention * organizes opinions and ideas with **some degree of coherence and logic** * **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention |
| 5-6 | The student:   * **competent** use of organizational structures that serve the context and intention * organizes opinions and ideas in a **coherent and logical** manner (with ideas building on each other) * **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention |
| 7-8 | The student:   * **sophisticated** use of organizational structures that serve the context and intention **effectively** * **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way * **excellent** use of referencing and formatting tools to create an **effective** presentation style. |

**Criterion C: Producing text**

* produce texts that demonstrate thought and imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
* make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
* select relevant details and examples to developing ideas

|  |  |
| --- | --- |
| **Achievement**  **Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * text demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination, or sensitivity and **minimal** exploration and consideration of new perspectives and ideas * **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience * **few** relevant details and examples to support ideas |
| 3-4 | The student:   * text demonstrates **adequate** personal engagement with the creative process; demonstrates **some** degree thought or imagination or sensitivity and **some** exploration and consideration of new perspectives and ideas * **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience * selects **some** relevant details and examples to support ideas |
| 5-6 | The student:   * text demonstrates **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination, and sensitivity and **substantial** exploration of new perspectives and ideas * **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience * **sufficient** relevant details and examples to support ideas |
| 7-8 | The student:   * text demonstrates a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination, and sensitvity and perceptive exploration of new perspectives and ideas * **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience * **extensive relevant** details and examples to support ideas |

**Criterion D: Using language**

* use appropriate and varied vocabulary, sentence structures and forms of expression
* write and speak in an appropriate register and style
* use correct grammar, syntax and punctuation
* spell (alphabetic languages), write (character languages) and pronounce with accuracy
* use appropriate non-verbal communication techniques

|  |  |
| --- | --- |
| **Achievement**  **Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **limited** range of appropriate vocabulary and forms of expression * writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention * uses grammar, syntax and punctuation with limited accuracy,errors **often** hinder communication * spells/writes and pronounces, with **limited** accuracy; errors **often** hinder communication * **limited** **and/or inappropriate** use of non-verbal communication techniques |
| 3-4 | The student:   * **adequate** range of appropriate vocabulary, sentence structures and forms of expression * **sometimes** writes and speaks in a register and style thatserve the context and intention * uses grammar, syntax and punctuation with **some degree** of accuracy; ,errors **sometimes** hinder communication * spells/writes and pronounces, with **some degree** of accuracy; errors **sometimes** hinder communication * **some** use of non-verbal communication techniques |
| 5-6 | The student:   * **varied** range of appropriate vocabulary, sentence structure and forms of expression used **competently** * **competently** writes and speaks in a register and style thatserve the context and intention * uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not** hinder communication * spells/writes and pronounces, with a **considerable degree** of accuracy; errors **do not** hinder effective communication * **sufficient** use of non-verbal communication techniques |
| 7-8 | The student:   * **effectively** range of appropriate vocabulary, sentence structure, and forms of expression * **consistently** writes and speaks in an **appropriate** register and style thatserve the context and intention * uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are **minor** and **do not** hinder communication * spells/writes and pronounces, with a **high degree** of accuracy; errors are **minor** and **do not** hinder communication * **efficient** use of non-verbal communication techniques |