



| | A: Analysing | B: Organizing | C: Producing text | D: Using language |
|------------|---|---|--|---|
| 0 | The student does not reach a standard described by any of the descriptors below | | | |
| 1-2 | <p>i. provides minimal identification and comment upon significant aspects of texts</p> <p>ii. provides minimal identification and comment upon the creator's choices</p> <p>iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</p> <p>iv. identifies few similarities and differences in features within and between texts</p> | <p>i. makes minimal use of organizational structures, though these may not always serve the context and intention</p> <p>ii. organizes opinions and ideas with minimal degree of logic</p> <p>iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention</p> | <p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to support ideas</p> | <p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors often hinder communication</p> <p>v. makes limited and/or inappropriate use of non-verbal communication techniques</p> |
| 3-4 | <p>i. provides adequate identification and comment upon significant aspects of texts</p> <p>ii. provides adequate identification and comment upon the creator's choices</p> <p>iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</p> <p>iv. identifies some similarities and differences in features within and between texts</p> | <p>i. makes adequate use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas with some degree of logic</p> <p>iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention</p> | <p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to support ideas</p> | <p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax, and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques</p> |
| 5-6 | <p>i. provides substantial identification and comment upon significant aspects of texts</p> <p>ii. provides substantial identification and comment upon the creator's choices</p> <p>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. describes some similarities and differences in features across and within and between texts</p> | <p>i. makes competent use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas in a logical manner, with ideas building on each other</p> <p>iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention</p> | <p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to support ideas</p> | <p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques</p> |
| 7-8 | <p>i. provides perceptive identification and comment upon significant aspects of texts</p> <p>ii. provides perceptive identification and comment upon the creator's choices</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>iv. compares and contrasts features within and between texts</p> | <p>i. makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way</p> <p>iii. makes excellent use of referencing and formatting tools to create an effective presentation style</p> | <p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to support ideas</p> | <p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques</p> |



| | A: Analyzing | B: Organizing | C: Producing Text | D: Using Language |
|-----|--|--|--|--|
| 0 | | Student does not reach a standard described by | any of the descriptors below | |
| 1-2 | <ul style="list-style-type: none"> i. Provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts ii. Provides minimal identification and explanation of the effects of the creator’s choices on an audience iii. Rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. Interprets few similarities and differences in features within and between genres and texts | <ul style="list-style-type: none"> i. Makes minimal use of organizational structures though these may not always serve the context and intention ii. Organizes opinions and ideas with a minimal degree of coherence and logic iii. Makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention | <ul style="list-style-type: none"> i. Produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas ii. Makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. Selects few relevant details and examples to develop ideas | <ul style="list-style-type: none"> i. Uses a limited range of appropriate vocabulary and forms of expression ii. Writes and speaks in an inappropriate register and style that do not serve the context and intention iii. Uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. Spells/writes and pronounces with limited accuracy; errors often hinder communication v. Makes limited and/or inappropriate use of non-verbal communication techniques |
| 3-4 | <ul style="list-style-type: none"> i. Provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts ii. Provides adequate identification and explanation of the effects of the creator’s choices on an audience iii. Justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. Interprets some similarities and differences in features within and between genres and texts | <ul style="list-style-type: none"> i. Makes adequate use of organizational structures that serve the context and intention ii. Organizes opinions and ideas with some degree of coherence and logic iii. Makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention | <ul style="list-style-type: none"> i. Produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. Makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. Selects some relevant details and examples to develop ideas | <ul style="list-style-type: none"> i. Uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. Sometimes writes and speaks in a register and style that serve the context and intention iii. Uses grammar, syntax, and punctuation with some degree of accuracy; errors sometimes hinder communication iv. Spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. Makes some use of appropriate non-verbal communication techniques |
| 5-6 | <ul style="list-style-type: none"> i. Provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. Provides substantial identification and explanation of the effects of the creator’s choices on an audience iii. Sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. Competently interprets similarities and differences in features within and between genres and texts | <ul style="list-style-type: none"> i. Makes competent use of organizational structures that serve the context and intention ii. Organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. Makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention iv. | <ul style="list-style-type: none"> i. Produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. Makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. Selects sufficient relevant details and examples to develop ideas | <ul style="list-style-type: none"> i. Uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. Writes and speaks competently in a register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. Spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. Makes sufficient use of appropriate non-verbal communication techniques |
| 7-8 | <ul style="list-style-type: none"> i. Provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. Provides perceptive identification and explanation of the effects of the creator’s choices on an audience iii. Gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. Perceptively compares and contrasts features within and between genres and texts | <ul style="list-style-type: none"> i. Makes sophisticated use of organizational structures that serve the context and intention effectively ii. Effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. Makes excellent use of referencing and formatting tools to create an effective presentation style | <ul style="list-style-type: none"> i. Produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. Makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. Selects extensive relevant details and examples to develop ideas with precision | <ul style="list-style-type: none"> i. Effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. Writes and speaks in a consistently appropriate register and style that serve the context and intention iii. Uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. Spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. Makes effective use of appropriate non-verbal communication techniques |