

UNIT: \_\_\_\_\_

TASK: \_\_\_\_\_

	0	1-2	3-4	5-6	7-8	grade
<p><b>Criterion A: Analysing</b> At the end of year 3, students should be able to:</p> <p>i. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p>ii. identify and explain the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts</p>	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>	<p>i. provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationships among texts</p> <p>ii. provides <b>minimal</b> identification and explanation of the effects of the creator’s choices on an audience</p> <p>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</p> <p>iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.</p>	<p>i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationships among texts</p> <p>ii. provides <b>adequate</b> identification and explanation of the effects of the creator’s choices on an audience</p> <p>iii. justifies opinions and ideas with <b>some</b> examples and explanations; though this may not be consistent; uses <b>some</b> terminology</p> <p>iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.</p>	<p>i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts</p> <p>ii. provides <b>substantial</b> identification and explanation of the effects of the creator’s choices on an audience</p> <p>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. <b>completely</b> interprets similarities and differences in features within and between genres and texts.</p>	<p>i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <b>thoroughly</b></p> <p>ii. provides <b>perceptive</b> identification and explanation of the effects of the creator’s choices on an audience</p> <p>iii. gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</p> <p>iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.</p>	
<p><b>COMMENTS:</b></p>						

UNIT: \_\_\_\_\_

TASK: \_\_\_\_\_

	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>grade</b>
<p><b>Criterion B: Organizing</b> At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>	<ul style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>	<ul style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<ul style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<ul style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>	
<p><b>COMMENTS:</b></p>						

UNIT: \_\_\_\_\_

TASK: \_\_\_\_\_

	0	1-2	3-4	5-6	7-8	grade
<p><b>Criterion C: Producing text</b>                      At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas.</li> </ul>	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>	<ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination or sensitivity and <b>minimal</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ul>	
<p><b>COMMENTS:</b></p>						

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TASK: \_\_\_\_\_

	0	1-2	3-4	5-6	7-8	grade
<p><b>Criterion D: Using language</b>                      At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>	<p>The student <b>does not</b> reach a standard described by any of the descriptors below.</p>	<ul style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>	
<p><b>COMMENTS:</b></p>						