STODENT NAIVIE.	STUDENT NAME:	
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UNIT: \_\_\_\_\_

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

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

MYP Grade 8	3 English	Language	&	Literature
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Criteria Rubric

STUDENT NAME:
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TASK: \_\_\_\_\_

	0	1-2	3-4	5-6	7-8	grade
Criterion B: Organizing	The	i. makes minimal use of	i. makes adequate use of	i. makes competent use of	i. makes <b>sophisticated</b> use	
At the end of year 3,	student	organizational structures	organizational structures	organizational structures	of organizational structures	
students should be able	does not	though these may not	that serve the context	that serve the context and	that serve the context and	
to:	reach a	always serve the context	and intention	intention	intention <b>effectively</b>	
i. employ organizational	standard	and intention	ii. organizes opinions and	ii. organizes opinions and	ii. effectively organizes	
structures that serve the	described	ii. organizes opinions and	ideas with some degree of	ideas in a <b>coherent and</b>	opinions and ideas in a	
context and intention	by any of	ideas with a <b>minimal</b>	coherence and logic	logical manner with ideas	coherent and logical	
ii. organize opinions and	the	degree of coherence and	iii. makes adequate use	building on each other	manner with ideas building	
ideas in a coherent and	descriptors	logic	of referencing and	iii. makes competent use of	on each other in a	
logical manner	below.	iii. makes minimal use of	formatting tools to create	referencing and formatting	sophisticated way	
iii. use referencing and		referencing and	a presentation style	tools to create a	iii. makes <b>excellent</b> use of	
formatting tools to create		formatting tools to create	suitable to the context	presentation style suitable	referencing and formatting	
a presentation style		a presentation style that	and intention.	to the context and	tools to create an <b>effective</b>	
suitable to the context		may not always be		intention.	presentation style.	
and intention.		suitable to the context				
		and intention.				

STODENT NAIVIE.	STUDENT NAME:	
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UNIT: \_\_\_\_\_

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

	0	1-2	3-4	5-6	7-8	grade
Criterion C: Producing	The	i. produces texts that	i. produces texts that	i. produces texts that	i. produces texts that	
text	student	demonstrate <b>limited</b>	demonstrate adequate	demonstrate <b>considerable</b>	demonstrate a <b>high degree</b>	
At the end of year 3,	does not	personal engagement	personal engagement	personal engagement with	of personal engagement	
students should be able	reach a	with the creative process;	with the creative process;	the creative process;	with the creative process;	
to:	standard	demonstrates a <b>limited</b>	demonstrates <b>some</b>	demonstrates considerable	demonstrates a high degree	
i. produce texts that	described	degree of thought,	degree of thought,	thought, imagination and	of thought, imagination and	
demonstrate thought,	by any of	imagination or sensitivity	imagination and	sensitivity and <b>substantial</b>	sensitivity and <b>perceptive</b>	
imagination and	the	and <b>minimal</b> exploration	sensitivity and <b>some</b>	exploration and	exploration and	
sensitivity, while exploring	descriptors	of new perspectives and	exploration and	consideration of new	consideration of new	
and considering new	below.	ideas	consideration of new	perspectives and ideas	perspectives and ideas	
perspectives and ideas		ii. makes <b>minimal</b> stylistic	perspectives and ideas	ii. makes <b>thoughtful</b>	ii. makes <b>perceptive</b>	
arising from personal		choices in terms of	ii. makes some stylistic	stylistic choices in terms of	stylistic choices in terms of	
engagement with the		linguistic, literary and	choices in terms of	linguistic, literary and visual	linguistic, literary and visual	
creative process		visual devices,	linguistic, literary and	devices, demonstrating	devices, demonstrating	
ii. make stylistic choices		demonstrating limited	visual devices,	<b>good</b> awareness of impact	<b>clear</b> awareness of impact	
in terms of linguistic,		awareness of impact on	demonstrating adequate	on an audience	on an audience	
literary and visual devices,		an audience	awareness of impact on	iii. selects <b>sufficient</b>	iii. selects <b>extensive</b>	
demonstrating awareness		iii. selects <b>few</b> relevant	an audience	relevant details and	relevant details and	
of impact on an audience		details and examples to	iii. selects <b>some</b> relevant	examples to develop ideas.	examples to develop ideas	
iii. select relevant details		develop ideas.	details and examples to		with <b>precision</b> .	
and examples to develop			develop ideas.			
ideas.						

STUDENT NAME:
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TASK: \_\_\_\_\_

	0	1-2	3-4	5-6	7-8	grad
Criterion D: Using	The	i. uses a <b>limited</b> range of	i. uses an adequate range	i. uses a varied range of	i. effectively uses a varied	
language	student	appropriate vocabulary	of appropriate	appropriate vocabulary,	range of appropriate	
At the end of year 3,	does not	and forms of expression	vocabulary, sentence	sentence structures and	vocabulary, sentence	
students should be able	reach a	ii. writes and speaks in an	structures and forms of	forms of expression	structures and forms of	
to:	standard	inappropriate register and	expression	competently	expression	
i. use appropriate and	described	style that <b>do not</b> serve the	ii. sometimes writes and	ii. writes and speaks	ii. writes and speaks in a	
varied vocabulary,	by any of	context and intention	speaks in a register and	competently in a register	consistently appropriate	
sentence structures and	the	iii. uses grammar, syntax	style that serve the	and style that serve the	register and style that serve	
forms of expression	descriptors	and punctuation with	context and intention	context and intention	the context and intention	
ii. write and speak in an	below.	limited accuracy; errors	iii. uses grammar, syntax	iii. uses grammar, syntax	iii. uses grammar, syntax	
appropriate register and		often hinder	and punctuation with	and punctuation with a	and punctuation with a <b>high</b>	
style		communication	some degree of accuracy;	considerable degree of	degree of accuracy; errors	
iii. use correct grammar,		iv. spells/writes and	errors <b>sometimes hinder</b>	accuracy; errors do not	are minor and	
syntax and punctuation		pronounces with limited	communication	hinder effective	communication is effective	
iv. spell (alphabetic		accuracy; errors <b>often</b>	iv. spells/writes and	communication	iv. spells/writes and	
languages), write		hinder communication	pronounces with <b>some</b>	iv. spells/writes and	pronounces with a <b>high</b>	
(character languages) and		v. makes limited and/or	degree of accuracy; errors	pronounces with a	degree of accuracy; errors	
pronounce with accuracy		inappropriate use of non-	sometimes hinder	considerable degree of	are minor and	
v. use appropriate non-		verbal communication	communication	accuracy; errors do not	communication is <b>effective</b>	
verbal communication		techniques.	v. makes some use of	<b>hinder</b> effective	v. makes <b>effective</b> use of	
techniques.			appropriate non-verbal	communication	appropriate non-verbal	
			communication	v. makes <b>sufficient</b> use of	communication techniques.	
			techniques.	appropriate non-verbal		
				communication techniques.		