|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion A: Analysing**  At the end of year 3, students should be able to:  **i**. Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts  **ii**. identify and explain the effects of the creator’s choices on an audience  **iii**. justify opinions and ideas, using examples, explanations and terminology  **iv**. interpret similarities and differences in features within and between genres and texts | The student **does not** reach a standard described by any of the descriptors below. | **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. | **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. | **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**. **completely** interpretssimilarities and differences in features within and between genres and texts. | **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. |  |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion B: Organizing**  At the end of year 3, students should be able to:  **i**. employ organizational structures that serve the context and intention  **ii**. organize opinions and ideas in a coherent and logical manner  **iii**. use referencing and formatting tools to create a presentation style suitable to the context and intention. | The student **does not** reach a standard described by any of the descriptors below. | **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 suitableto the context and intention. | **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. | **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. | **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. |  |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion C: Producing text**  At the end of year 3, students should be able to:  **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  **ii**. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  **iii**. select relevant details and examples to develop ideas. | The student **does not** reach a standard described by any of the descriptors below. | **i**. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration 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. | **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. | **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. | **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**. |  |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion D: Using language**  At the end of year 3, students should be able to:  **i**. use appropriate and varied vocabulary, sentence structures and forms of expression  **ii**. write and speak in an appropriate register and style  **iii**. use correct grammar, syntax and punctuation  **iv**. spell (alphabetic languages), write (character languages) and pronounce with accuracy  **v**. use appropriate non-verbal communication techniques. | The student **does not** reach a standard described by any of the descriptors below. | **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. | **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. | **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. | **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. |  |