Language A Assessment Rubric – Professional Writing – Expose

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| **Student Name:** | | | **Date: March 14, 2012** | | | |
| **Criterion & Benchmarks** | **Descriptors** | | **Task Indicators** | **Student** | | **Teacher** |
| Criterion A: Content  (Max 10)  This criterion refers to the student’s ability to demonstrate: an awareness of the function of language A through critical and creative writing; an understanding of the works studied; and an effective response to literature.  **Note:** Certain elements within each descriptor apply to specific types of writing. Teachers should use only the relevant elements of the descriptors when assessing different types of work. | 0: The student does not reach a standard described by any of the descriptors below. | | * No significant attempt is made, or the work is far below minimal expectations. |
| 1-2: The student demonstrates **very limited** understanding of the text and topic, and **little or no** awareness of the author’s choices.  There is **little or no** detail, development or support.  In creative work, pieces show **very limited** imagination or sensitivity; the student **rarely** employs literary features, or employs literary and/or non-literary features that **do not** serve the context or intention.  The use of terminology is **missing, inconsistent** and/or **incorrect**. | | * You demonstrate very limited understanding of how an individual’s choices affect your community, through an analysis of the characters and situations in LOTF. * The Interview questions are inappropriate/do not provide support necessary for the expose and/or the expose does not draw support from the interview data. * You rarely or inappropriately uses features necessary for an expose (as outlined in the task sheet). |  | |  |
| 3-4: The student demonstrates **limited** understanding of the text and topic, and **sometimes** shows an awareness of the author’s choices, although detail, development and/or support are **insufficient**.  In creative work, pieces show **limited** imagination or sensitivity; the student **attempts to** employ literary and/or non-literary features; these **sometimes** serve the context and intention.  The use of terminology is **sometimes** accurate and appropriate. | | * You demonstrate limited understanding of how an individual’s choices affect your community, through an analysis of the characters and situations in LOTF. * The Interview questions generate some support necessary for the expose, but not an enough and/or the expose sometimes draws support from the interview, but takes liberties to draw from the text directly, too (which it should not!). * You use some of (or sometimes inappropriately use) features necessary for an expose(as outlined in the task sheet). |  | |  |
| 5-6: The student demonstrates a **sufficient** understanding of the text and topic, and an **awareness** of the author’s choices, using **adequate** detail, development and support.  In creative work, pieces reflect **some** imagination and sensitivity; the student **generally** employs literary and/or non-literary features that serve the context and intention.  Terminology is **usually** accurate and appropriate. | | * You demonstrate sufficient understanding of how an individual’s choices affect your community, through an analysis of the characters and situations in LOTF. * The Interview questions generate adequate support necessary for the expose, and/or the expose sometimes draws support from the interview, with almost no reliance on material beyond the scope of the interview. * You use most of (or rarely inappropriately use) features necessary for an expose (as outlined in the task sheet). |  | |  |
| 7-8: The student demonstrates a **good** understanding of the text, topic and the author’s choices, using **substantial** detail, development and support.  In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention.  **Relevant** terminology is used accurately and appropriately. | | * You demonstrate good understanding of how an individual’s choices affect your community, through an analysis of the characters and situations in LOTF. * The Interview questions generate substantial support necessary for the expose, and/or the expose draws support from the interview, with no reliance on material beyond the scope of the interview. * You use all of (or very rarely inappropriately use) features necessary for an expose (as outlined in the task sheet). |  | |  |
| 9-10: The student demonstrates a **perceptive** understanding of the text, topic and the author’s choices, **consistently** using **illustrative** detail, development and support.  In creative work, pieces reflect a **lot** of imagination and sensitivity; the student employs literary and/or non-literary features **effectively** that serve the context and intention.  The student shows a **sophisticated command** of **relevant** terminology, and uses it appropriately. | | * You demonstrate perceptive understanding of how an individual’s choices affect your community, through an analysis of the characters and situations in LOTF. * The Interview questions generate illustrative support necessary for the expose, and/or the expose effectively and creatively draws support from the interview, with no reliance on material beyond the scope of the interview. * You use all of features necessary for an expose (as outlined in the task sheet) with a degree of sophistication that adds to the text. |  | |  |
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| **Criterion B:**  **Organization**  (Max 10)  This criterion covers the student’s ability to:  create work that employs organizational structures and language-specific conventions throughout a variety of text types;    organize ideas and arguments in a sustained, coherent and logical manner;  employ appropriate critical apparatus; (Examples of “critical apparatus” include quotations, citations, references, footnotes, bibliographies,  table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting.) | | 0: The student does not reach a standard described by any of the descriptors below. | * No significant attempt is made, or the work is far below minimal expectations. | |
| 1-2: The student **rarely** employs organizational structures and/or language-specific conventions, or uses those that **do not** serve the context and intention.  The work is generally **disorganized, unclear** and/or **incoherent**.  The student employs critical apparatus **inappropriately** or **not at all**. | * The student’s expose is rarely organized, and difficult to follow. * The task does not meet the objectives for the expose or is so disorganized/unclear as to make it very difficult to see how. * The student has none or few of these, or rarely employs: title, byline, abstract, appropriate integration of quotes, paragraphs, etc. | |  |  |
| 3-4: The student **sometimes** employs organizational structures and/or language-specific conventions that serve the context and intention.  The work shows the **beginnings** of organization but **lacks coherence**.  The student employs critical apparatus with **limited success**. | * The student’s expose is sometimes organized, though sometimes difficult to follow. * The task sometimes follows the purpose and/or form of an expose. * The student integrated some of these, or most/all with some success: title, byline, abstract, appropriate integration of quotes, paragraphs, etc. | |  |  |
| 5-6: The student **usually** employs organizational structures and language-specific conventions that serve the context and intention.  The work is **generally organized, clear and coherent**.  The student **generally** employs critical apparatus **correctly**. | * The student’s expose is usually organized, though rarely may be difficult to follow. * The task usually follows the purpose and/or form of an expose. * The student integrated most of these, or all with some degree of success: title, byline, abstract, appropriate integration of quotes, paragraphs, etc. | |  |  |
| 7-8: The student **consistently** employs organizational structures and language-specific conventions that serve the context and intention.  The work is **usually well organized**, clear and coherent and the ideas being expressed **build on each other**.  The student employs critical apparatus **correctly**. | * The student’s expose is consistently organized, though sometimes difficult to follow. * The task consistently meets the objectives for the expose. * The student integrated all of these correctly: title, byline, abstract, appropriate integration of quotes, paragraphs, etc. | |  |  |
| 9-10: The student consistently employs **sophisticated** organizational structures and language-specific conventions that serve the context and intention.  The work is **consistently** well organized, clear and coherent and the ideas being expressed build on each other in a **sophisticated** manner.  The student **integrates** critical apparatus correctly **and effectively**. | * The student’s expose shows sophisticated organization, through clear development of the aspects of an expose text type. * The task effectively accomplishes the objectives for the expose. * The student effectively integrated all of these: title, byline, abstract, appropriate integration of quotes, paragraphs, etc. | |  |  |

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| Criterion C:  Style & Language Usage  (Max 10)  How well the student uses appropriate and varied register, vocabulary and idiom; uses correct grammar and syntax; uses appropriate and varied sentence structure; uses correct spelling/ writing; uses language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings; uses language accurately. | 0: The student does not reach a standard described by any of the descriptors below. | * The student does not reach a standard described by any of the descriptors below. |
| 1-2: The student employs a **very limited range of appropriate** vocabulary, idiom and sentence structure. There are **very frequent** errors in grammar and syntax, which **persistently hinder** communication. There is **little or no evidence** of a register and style that serve the context and intention. There are **very frequent errors** in punctuation and spelling/writing, which **persistently hinder** communication. In oral/presentation work there is **little or no** competence in oratory technique. | * The student uses a very limited range of appropriate vocabulary, idiom and sentence structure. * Frequent errors in grammar or syntax persistently make understanding difficult. * No intentional effort is evident in the development of a journalistic voice. * Frequent errors in punctuation and spelling/writing persistently make understanding difficult. |  |  |
| 3-4: The student employs a **limited range of appropriate** vocabulary, idiom and sentence structure. There are **frequent** errors in grammar and syntax, which **hinder** communication. There is **some evidence** of a register and style that serve the context and intention. There are **frequent errors** in punctuation and spelling/writing, which **hinder** communication. In oral/presentation work there is **some** competence in oratory technique. | * The student uses a limited range of appropriate vocabulary, idiom and sentence structure. * Frequent errors in grammar or syntax make understanding difficult. * The journalistic voice is unclear, inconsistent, or ineffective. * Frequent errors in punctuation and spelling/writing make understanding difficult. |  |  |
| 5-6: The student **generally** employs a range of **appropriate** vocabulary, idiom and sentence structure. Grammar and syntax are **generally** accurate; **occasional** errors **sometimes hinder** communication. The student **often uses** a register and style that serve the context and intention. Punctuation and spelling/writing are **generally** accurate; **occasional** errors **sometimes hinder** communication. In oral/presentation work there is **adequate** competence in oratory technique. | * The student generally uses a range of appropriate vocabulary, idiom and sentence structure. * Grammar and syntax are generally accurate; occasional errors sometimes make understanding difficult. * The student uses journalistic voice generally consistently and somewhat effectively. * Punctuation and spelling/writing are generally accurate; occasional errors sometimes make understanding difficult. |  |  |
| 7-8 The student employs a range of **appropriate** vocabulary, idiom and sentence structure. Grammar and syntax are **accurate**; occasional errors **rarely hinder** communication. The student **consistently uses** a register and style that serve the context and intention. Punctuation and spelling/writing are **accurate**; occasional errors **rarely hinder** communication. In oral/presentation work there is a **good level** of competence in oratory technique. | * The student uses a range of appropriate vocabulary, idiom and sentence structure. * Grammar and syntax are accurate; occasional errors rarely make understanding difficult.. * The student uses journalistic voice effectively * Punctuation and spelling/writing are accurate; occasional errors rarely make understanding difficult. |  |  |
| 9-10 \* The student employs a **wide** and **effective** range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; **very infrequent** errors do not hinder communication. The student demonstrates **mastery** of a register and style that serve the context and intention. Punctuation and spelling/writing are **accurate**; **very infrequent** errors do not hinder communication. | * The student uses a wide and effective range of appropriate vocabulary, idiom and sentence structure. * Grammar and syntax are accurate; very infrequent errors do not make understanding difficult. * The student uses journalistic voice intentionally and highly effectively * Punctuation and spelling/writing are accurate; very infrequent errors do not make understanding difficult. |  |  |