Language A Assessment Rubric – Years 4-5 – Short Story Summative 1

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| **Student Name:** | **Date:** **Task:**  |
| **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; 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. | * I do not reach a standard described by any of the descriptors below.
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| 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**. | * I demonstrate a **very** **limited** understanding of the story, and show **little or no** awareness of the function of the two literary elements I chose and how these elements contribute to the theme of the story.
* I use **little or no** detail, development or support.
* My use of terminology is **missing**, **inconsistent**, and/or **incorrect**.
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| 3-4: The student demonstrates **limited** understanding of the text and topic, and **sometimes** shows an awareness of the author’s choices.The student’s use of detail, development and/or support is **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. | * I demonstrate a **limited** understanding of the story, and **sometimes** show an awareness of the function of the literary elements I chose and how these elements contribute to the theme of the story.
* I use **insufficient** detail, development and/or support.
* I **sometimes** use terminology accurately and appropriately.
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| 5-6: The student demonstrates a **sufficient** understanding of the text and topic, and an **awareness** of the author’s choices. The student uses **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. | * I demonstrate a **sufficient** understanding by showing an **awareness** of the story, the function of two literary elements I chose and how these elements contribute to the theme of the story.
* I use **adequate** detail, development and support.
* I **usually** use terminology accurately and appropriately.
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| 7-8: The student demonstrates a **good** understanding of the text, topic and the author’s choices. The student uses **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. | * I demonstrate a **good** understanding of the story, the function of two literary elements I chose and how these elements contribute to the theme of the story.
* I use **substantial** detail, development and support.
* I use **relevant** terminology accurately and appropriately.
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| 9-10: The student demonstrates a **perceptive** understanding of the text, topic and the author’s choices. The student **consistently** uses **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. | * I demonstrate a **perceptive** understanding of the story, the function of two literary elements I chose and how these elements contribute to the theme of the story.
* I **consistently** use **illustrative** detail, development and support.
* I show a **sophisticated** command of **relevant** literary terminology, and use it appropriately.
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| **Criterion & Benchmarks**  | **Descriptors** | **Task Indicators** | **Student**  | **Teacher** |
| **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. | * I do not reach a standard described by any of the descriptors below.
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| 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**. | * I **rarely** employ organizational paragraph structure and conventions, or the ones I’ve used **do not** serve the context and intention.
* My work is generally **disorganized**, **unclear** and/or **incoherent**.
* I usecritical apparatus **inappropriately** or **not at all**. What this means is that my use of quotations when supporting my ideas is unsuccessful, or I did not use quotations in my writing.
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| 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**. | * I **sometimes** employ organizational paragraph structure and conventions that serve the context and intention.
* My work shows the **beginnings** of organization, but **lacks coherence**.
* I usecritical apparatus, but with **limited success**. What this means is that my use of quotations when supporting my ideas is frequently unsuccessful.
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| 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**. | * I **usually** employ organizational paragraph structure and conventions that serve the context and intention.
* My work is **generally organized, clear** and **coherent** and the ideas being expressed **build on each other.**
* I **generally** employcritical apparatus **correctly**. What this means is that I generally used quotations correctly when supporting my ideas.
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| 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**. | * I **consistently** employ organizational paragraph structure and conventions that serve the context and intention.
* My work is **usually** well organized, clear and coherent and the ideas being expressed **build on each other.**
* I **integrate** critical apparatus **correctly**. What this means is that I used quotations correctly when supporting my ideas.
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| 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**. | * I consistently employ **sophisticated** organizational paragraph structure and conventions that serve the context and intention.
* My work is **consistently** well organized, clear and coherent and the ideas being expressed build on each other in a **sophisticated** manner.
* I **integrate** critical apparatus correctly **and effectively**. What this means is that I used quotations correctly and effectively when supporting my ideas.
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| Criterion & Benchmarks  | Descriptors | Task Indicators | **Student**  | **Teacher** |
| **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, analyze, 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. | * I do 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. | * I employ a **very** **limited range of** **appropriate** vocabulary, idiom and sentence structure.
* I have **very** **frequent** errors in grammar and syntax, which **persistently hinders** communication.
* I show **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 hinders** communication.
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| 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. | * I employ a **limited range of** **appropriate** vocabulary, idiom and sentence structure.
* I have **frequent** errors in grammar and syntax, which **hinders** communication.
* I show **some evidence** a register and style that serve the context and intention.
* There are **frequent errors** in punctuation and spelling/writing, which **hinders** communication.
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| 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. | * I **generally** employ a range of **appropriate** vocabulary, idiom and sentence structure.
* Grammar and syntax are **generally** **accurate**; **occasional** errors **sometimes** hinder communication.
* I **often** **use** a register and style that serve the context and intention.
* Punctuation and spelling/writing are **generally** **accurate**; occasionalerrors **sometimes hinder** communication.
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| 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. | * I employ a range of **appropriate** vocabulary, idiom and sentence structure.
* Grammar and syntax are **accurate**; **occasional** errors do not hinder communication.
* I **consistently** **use** a register and style that serve the context and intention.
* Punctuation and spelling/writing are **accurate**; occasionalerrors **rarely hinder** communication.
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| 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. In oral/pres. work there is a **high level** of competence in oratory tech. | * I employ a **wide** and **effective** range of appropriate vocabulary, idiom and sentence structure.
* Grammar and syntax are **accurate**; **very infrequent** errors do not hinder communication.
* I demonstrate **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.
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Student Comments: Teacher Comments: