

**Writing Rubric**

\* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> understanding of course material and purpose		reads course materials with some understanding of theme & purpose.	reads course materials with satisfactory understanding of theme & purpose.	reads course materials proficiently & understands theme & purpose	reads course materials with thorough, insightful understanding of theme & purpose							
	<input type="checkbox"/> Knowledge of text forms and features (e.g. elements of fiction/non fiction)		recognizes few characteristics of text forms and/or features; attempts explanation of contribution to meaning	identifies some characteristics of text forms and/or features; adequately explains contribution to meaning	accurately identifies characteristics of text forms and features; explains how they help communicate meaning	identifies a variety of characteristics of text forms and features; explains how they help communicate meaning							
	<input type="checkbox"/> elements of style (e.g. rhetorical methods, figurative/literary devices)		identifies few elements of style in texts; little to no explanation of how they help communicate meaning of the texts	identifies some elements of style in texts; attempts to explain how they help communicate meaning of the texts	identifies elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of texts	identifies a variety of elements of style in texts; explains how they help communicate meaning and enhance the effectiveness of the texts							
	<input type="checkbox"/> vocabulary development; literary/language terminology.		is developing grade appropriate vocabulary	has an adequate grade and purpose appropriate vocabulary.	uses and understands grade and purpose appropriate vocabulary	uses and understands an extensive and expanding grade and purpose appropriate vocabulary							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							
Thinking & Inquiry	<input type="checkbox"/> thesis		undemanding but clear thesis	thesis expresses sufficient purpose/argument	thesis expresses a well structured, appropriate argument.	as in 3 but written economically and/or stylistically							
	<input type="checkbox"/> evidence to support argument/thesis/ purpose		some general supporting or specific evidence.	supporting and some specific evidence given but incomplete to establish point	supporting and/or specific evidence appropriate for establishing point.	supporting/specific evidence well chosen; point established forcefully and economically							
	<input type="checkbox"/> inferences; analysing and evaluating texts		some attempt to analyse how evidence supports point	analysis is on target but incomplete	analysis is complete and point is established	analysis is complete, insightful and clearly supported							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							

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Writing Rubric

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Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Communication	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation			satisfactory spelling, grammar and punctuation			very few or no spelling, grammar and punctuation errors.			as in 3 but uses grammar or punctuation to enhance meaning and/or style		
	<input type="checkbox"/> sentence craft		adequately varies sentence types to communicate most ideas clearly			varies sentence types and lengths to communicate ideas clearly			effectively varies sentence types and lengths to communicate clearly and to suit purpose and audience			wide variety of sentence types and lengths communicate clearly, accurately and suit purpose and audience		
	<input type="checkbox"/> coherence		infrequent use of transitions and hooks.			somewhat effective transition and hook use			transitions and/or hooks create logical connections between ideas and paragraphs			transitions and hooks create unified and coherent writing		
	<input type="checkbox"/> introduction and conclusion		complete introductory & concluding paragraphs.			complete introductory & concluding paragraphs with both using effective structure			as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest			as in Level 3, but organizing principle is effective and fully developed.		
	<input type="checkbox"/> paragraph structure		topic and concluding sentences are identifiable			topic and concluding sentences identifiable and non-repetitive			topic and concluding sentences expressed effectively and non-repetitively			as in 3 and are stylistically embedded into fabric of paragraph		
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.			some depth and relevance; some attempt to link beyond text.			links beyond text shows significant depth and relevance			links beyond text are insightful, critical and highly relevant.		
	<input type="checkbox"/> voice, tone and diction		adequately selects and applies language/register to suit audience/purpose; POV inconsistent			competently selects and applies language/register to suit audience/purpose; POV mostly consistent			effectively selects and applies language/register/POV to suit audience/purpose			exceptional use and application of language/register/POV to suit audience/purpose.		
	<input type="checkbox"/> Application and use of writing process		limited use and application of writing process.			come use and application of writing process to produce writing .			effective use and application of writing process to produce good writing .			exceptional use and application of writing process to produce quality writing.		
	<input type="checkbox"/> content/evidence integration (apply quotations/evidence to written work)		content adequately embedded and integrated			clear attempt at embedding and integrating content			content/evidence is well integrated into fabric of			content seamlessly embedded and integrated		
	<input type="checkbox"/> producing finished work		adequately applies formatting/ layout/ editing conventions of written work, including MLA citation			competently applies formatting/ layout/ editing conventions of written work, including MLA citation			very few errors in formatting/ layout/ editing conventions of written work, including MLA citation			strictly adheres to formatting/ layout/ editing conventions of written work, including MLA citation		

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Writing about media Rubric

\* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 - 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> media forms (ads, film, news story, TV show, etc.)		identifies a few characteristics of media forms and demonstrates limited understanding of how they shape content and/or create meaning	identifies some characteristics of media forms and demonstrates some understanding of how they shape content and create meaning	identifies many characteristics of media forms and demonstrates understanding into how they shape content and create meaning	thoroughly identifies many characteristics of media forms and demonstrates insight into how they shape content and create meaning							
	<input type="checkbox"/> conventions and techniques		identifies a limited range of media conventions and/or techniques and demonstrates limited understanding of how they convey meaning and influence audiences.	identifies some media conventions and/or techniques and demonstrates some understanding of how they convey meaning and influence audiences	identifies many media conventions and/or techniques and demonstrates understanding of how they convey meaning and influence audiences.	thoroughly identifies many media conventions and/or techniques and demonstrates how they convey meaning and influence audiences							
	<input type="checkbox"/> purposes and audiences		adequate understanding of how challenging media texts are created to suit purposes and audiences	some understanding of how challenging media texts are created to suit purposes and audiences	good understanding of how challenging media texts are created to suit purposes and audiences	insightful understanding of how challenging media texts are created to suit purposes and audiences							
	<input type="checkbox"/> production perspective		adequate understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	some understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	clear understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	insightful understanding of how production, marketing, financing, distribution, and legal factors influence the media industry							
Thinking & Inquiry	<input type="checkbox"/> thesis/argument/ position		undemanding but clear thesis/argument/position	thesis expresses sufficient purpose/argument	thesis expresses a well structured, appropriate argument.	as in 3 but written economically and/or stylistically							
	<input type="checkbox"/> interpreting, evaluating and analysing media texts		adequate analysis / evaluation of how challenging media texts communicate overt and implied meaning	some analysis / evaluation of how challenging media texts communicate overt and implied meaning	good analysis / evaluation of how challenging media texts communicate overt and implied meaning	thorough analysis / evaluation of how challenging media texts communicate overt and implied meaning							
	<input type="checkbox"/> inferences; analysing and evaluating media texts		some attempt to analyse how evidence supports point	analysis is on target but incomplete	analysis is complete and point is established	analysis is complete, insightful and clearly supported							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							

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\* Teachers should indicate which bands of expectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Communication	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation			satisfactory spelling, grammar and punctuation			very few or no spelling, grammar and punctuation errors.			as in 3 but uses grammar or punctuation to enhance meaning and/or style		
	<input type="checkbox"/> sentence craft		adequately varies sentence types to communicate most ideas clearly			varies sentence types and lengths to communicate ideas clearly			effectively varies sentence types and lengths to communicate clearly and to suit purpose and audience			wide variety of sentence types and lengths communicate clearly, accurately and suit purpose and audience		
	<input type="checkbox"/> coherence		infrequent use of transitions and hooks.			somewhat effective transition and hook use			transitions and/or hooks create logical connections between ideas and paragraphs			transitions and hooks create unified and coherent writing		
	<input type="checkbox"/> introduction and conclusion		complete introductory & concluding paragraphs.			complete introductory & concluding paragraphs with both using effective structure			as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest			as in Level 3, but organizing principle is effective and fully developed.		
	<input type="checkbox"/> paragraph structure		topic and concluding sentences are identifiable			topic and concluding sentences identifiable and non-repetitive			topic and concluding sentences expressed effectively and non-repetitively			as in 3 and are stylistically embedded into fabric of paragraph		
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.			some depth and relevance; some attempt to link beyond text.			links beyond text shows significant depth and relevance			links beyond text are insightful, critical and highly relevant.		
	<input type="checkbox"/> voice, tone and diction (media terminology)		adequately selects and applies language/register to suit audience/purpose; POV inconsistent			competently selects and applies language/register to suit audience/purpose; POV mostly consistent			effectively selects and applies language/register/POV to suit audience/purpose			exceptional use and application of language/register/POV to suit audience/purpose.		
	<input type="checkbox"/> Application and use of writing process		limited use and application of writing process.			come use and application of writing process to produce writing .			effective use and application of writing process to produce good writing .			exceptional use and application of writing process to produce quality writing.		
	<input type="checkbox"/> content/evidence integration (apply quotations/evidence to written work)		content adequately embedded and integrated			clear attempt at embedding and integrating content			content/evidence is well integrated into fabric of			content seamlessly embedded and integrated		
	<input type="checkbox"/> producing finished work		adequately applies formatting/ layout/ editing conventions of written work, including MLA citation			competently applies formatting/ layout/ editing conventions of written work, including MLA citation			very few errors in formatting/ layout/ editing conventions of written work, including MLA citation			strictly adheres to formatting/ layout/ editing conventions of written work, including MLA citation		

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Oral Presentation with media  
Rubric

\* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Knowledge & understanding	<input type="checkbox"/> understanding of topic material and purpose		demonstrates some understanding of topic & purpose.			demonstrates satisfactory understanding of topic & purpose.			proficiently understanding of topic & purpose			insightful understanding of topic & purpose		
	<input type="checkbox"/> media texts (techniques, conventions and forms)		demonstrates limited understanding of how media texts shape content and/or create meaning			demonstrates some understanding of how media texts shape content and create meaning			demonstrates understanding into how media texts shape content and create meaning			demonstrates insight into how media texts shape content and create meaning		
	<input type="checkbox"/> vocabulary development		is developing grade appropriate vocabulary			has an adequate grade and purpose appropriate vocabulary.			uses and understands grade and purpose appropriate vocabulary			uses and understands an extensive and expanding grade and purpose appropriate vocabulary		
	<input type="checkbox"/> research & idea development.		adequate research and idea development			competent research and idea development.			good research and idea development.			exceptional research and idea developed		
Thinking & Inquiry	<input type="checkbox"/> thesis/position/ purpose statement		undemanding but clear thesis/purpose/argument			thesis expresses sufficient purpose/argument			thesis/purpose/argument expresses a well structured, appropriate argument.			as in 3 butexpressed economically and/or stylistically		
	<input type="checkbox"/> evidence and/or examples to support argument/thesis/ purpose		some general supporting or specific evidence.			supporting and some specific evidence given but incomplete to establish point			supporting and/or specific evidence appropriate for establishing point.			supporting/specific evidence well chosen; point established forcefully and economically		
	<input type="checkbox"/> inferences; analysing and evaluating texts/media		some attempt to analyse how evidence supports point			analysis is on target but incomplete			analysis is complete and point is established			analysis is complete, insightful and clearly supported		
	<input type="checkbox"/> research & idea development.		adequate idea development			competent idea development.			good idea development.			exceptional idea developed		

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Oral Presentation with media Rubric

\* Teachers should indicate which bands of expectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Communication	<input type="checkbox"/> vocal strategies		adequate varying use of vocal strategies (pitch, pace, volume).	some effective use of vocal strategies (pitch, pace, volume).	good varying use of vocal strategies (pitch, pace, volume).	exceptional, varying use of vocal strategies (pitch, pace, volume).							
	<input type="checkbox"/> non-verbal strategies		seldom use of non-verbal clues (facial expressions, gestures, eye contact).	some use of non-verbal clues (facial expressions, gestures, eye contact).	natural use of non-verbal clues (facial expressions, gestures, eye contact).	natural use of non-verbal cues (facial expressions, gestures, eye contact) enhances meaning and purpose.							
	<input type="checkbox"/> clarity, structure and coherence		communicates with adequate attention to coherence, structure and organization	communicates with satisfactory attention to coherence, structure and organization	communicates with clear and coherent style, structure and organization	communicates with exceptionally clear and coherent style, structure and organization							
	<input type="checkbox"/> introduction and conclusion		complete introductory &/or concluding statement.	complete introductory & concluding statements	as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest and ending sense of closure	as in Level 3, but organizing principle is effective and fully developed.							
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.	some depth and relevance; some attempt to link beyond text.	links beyond text shows significant depth and relevance	links beyond text are insightful, critical and highly relevant.							
	<input type="checkbox"/> application of voice, tone and diction		adequately selects and applies language/register to suit audience/purpose	competently selects and applies language/register to suit audience/purpose	effectively selects and applies language/register to suit audience/purpose	exceptional use and application of language/register to suit audience/purpose.							
	<input type="checkbox"/> application oratory/oral rhetorical methods		little use and application of rhetorical device(s).	some use and application of rhetorical device(s).	effective use and application of rhetorical device(s).	exceptional use and application of rhetorical device(s).							
	<input type="checkbox"/> application of knowledge/skills to produce media texts		limited success in producing media texts; limited use of appropriate forms, conventions and techniques to suit audience and purpose	produces relatively effective media texts, using mostly appropriate forms, conventions and techniques to suit audience and purpose	produces effective media texts, using the most appropriate forms, conventions and techniques to suit audience and purpose	produces creative, effective and dynamic media texts, using appropriate forms, conventions and techniques to suit audience and purpose							
	<input type="checkbox"/> application of audio/visual cues and support		audio/visual cues are insufficiently integrated but somewhat enhance oral presentation	audio/visual cues are integrated sporadically and somewhat enhance oral presentation	audio/visual cues are effectively integrated and enhance oral presentation	audio/visual cues are highly integrated and effectively and creatively enhance oral presentation							

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Oral Presentation without media Rubric

\* Teachers should indicate which bands of expectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 - 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> understanding of topic material and purpose		demonstrates some understanding of topic & purpose.	demonstrates satisfactory understanding of topic & purpose.	proficiently understanding of topic & purpose	insightful understanding of topic & purpose							
	<input type="checkbox"/> vocabulary development		is developing grade appropriate vocabulary	has an adequate grade and purpose appropriate vocabulary.	uses and understands grade and purpose appropriate vocabulary	uses and understands an extensive and expanding grade and purpose appropriate vocabulary							
	<input type="checkbox"/> research & idea development.		adequate research and idea development	competent research and idea development.	good research and idea development.	exceptional research and idea developed							
Thinking & Inquiry	<input type="checkbox"/> thesis/position/ purpose statement		undemanding but clear thesis/purpose/argument	thesis expresses sufficient purpose/argument	thesis/purpose/argument expresses a well structured, appropriate argument.	as in 3 but expressed economically and/or stylistically							
	<input type="checkbox"/> evidence and/or examples to support argument/thesis/ purpose		some general supporting or specific evidence.	supporting and some specific evidence given but incomplete to establish point	supporting and/or specific evidence appropriate for establishing point.	supporting/specific evidence well chosen; point established forcefully and economically							
	<input type="checkbox"/> inferences; analysing and evaluating		some attempt to analyse how evidence supports point	analysis is on target but incomplete	analysis is complete and point is established	analysis is complete, insightful and clearly supported							
	<input type="checkbox"/> research & idea development.		adequate idea development	competent idea development.	good idea development.	exceptional idea developed							

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Oral Presentation without media Rubric

\* Teachers should indicate which bands of expectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 - 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Communication	<input type="checkbox"/> vocal strategies		adequate varying use of vocal strategies (pitch, pace, volume).	some effective use of vocal strategies (pitch, pace, volume).	good varying use of vocal strategies (pitch, pace, volume).	exceptional, varying use of vocal strategies (pitch, pace, volume).							
	<input type="checkbox"/> non-verbal strategies		seldom use of non-verbal clues (facial expressions, gestures, eye contact).	some use of non-verbal clues (facial expressions, gestures, eye contact).	natural use of non-verbal clues (facial expressions, gestures, eye contact).	natural use of non-verbal cues (facial expressions, gestures, eye contact) enhances meaning and purpose.							
	<input type="checkbox"/> clarity, structure and coherence		communicates with adequate attention to coherence, structure and organization	communicates with satisfactory attention to coherence, structure and organization	communicates with clear and coherent style, structure and organization	communicates with exceptionally clear and coherent style, structure and organization							
	<input type="checkbox"/> introduction and conclusion		complete introductory &/or concluding statement.	complete introductory & concluding statements	as in Level 2, but a minimal sense of repetitiveness and a hook for reader's interest and ending sense of closure	as in Level 3, but organizing principle is effective and fully developed.							
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.	some depth and relevance; some attempt to link beyond text.	links beyond text shows significant depth and relevance	links beyond text are insightful, critical and highly relevant.							
	<input type="checkbox"/> application of voice, tone and diction		adequately selects and applies language/register to suit audience/purpose	competently selects and applies language/register to suit audience/purpose	effectively selects and applies language/register to suit audience/purpose	exceptional use and application of language/register to suit audience/purpose.							
	<input type="checkbox"/> application oratory/oral rhetorical methods		little use and application of rhetorical device(s).	some use and application of rhetorical device(s).	effective use and application of rhetorical device(s).	exceptional use and application of rhetorical device(s).							

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Media Creation with Written Rationale Rubric

\* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> media forms (ads, film, news story, TV show, etc.)		identifies a few characteristics of media forms and demonstrates limited understanding of how they shape content and/or create meaning	identifies some characteristics of media forms and demonstrates some understanding of how they shape content and create meaning	identifies many characteristics of media forms and demonstrates understanding into how they shape content and create meaning	thoroughly identifies many characteristics of media forms and demonstrates insight into how they shape content and create meaning							
	<input type="checkbox"/> conventions and techniques		identifies a limited range of media conventions and/or techniques and demonstrates limited understanding of how they convey meaning and influence audiences.	identifies some media conventions and/or techniques and demonstrates understanding of how they convey meaning and influence audiences	identifies many media conventions and/or techniques and demonstrates understanding of how they convey meaning and influence audiences.	thoroughly identifies many media conventions and/or techniques and demonstrates how they convey meaning and influence audiences							
	<input type="checkbox"/> production perspective		adequate understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	some understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	clear understanding of how production, marketing, financing, distribution, and legal factors influence the media industry	insightful understanding of how production, marketing, financing, distribution, and legal factors influence the media industry							
Thinking & Inquiry	<input type="checkbox"/> purposes and audiences		adequate explanation of how media texts are created to suit purposes and audiences	some explanation of how media texts are created to suit purposes and audiences	good explanation of how media texts are created to suit purposes and audiences	insightful explanation of how media texts are created to suit purposes and audiences							
	<input type="checkbox"/> interpreting, evaluating and analysing media texts		adequate analysis / evaluation of how challenging media texts communicate overt and implied meaning	some analysis / evaluation of how challenging media texts communicate overt and implied meaning	good analysis / evaluation of how challenging media texts communicate overt and implied meaning	thorough analysis / evaluation of how challenging media texts communicate overt and implied meaning							
	<input type="checkbox"/> inferences; analysing and evaluating media texts		some attempt to analyse how evidence supports point	analysis is on target but incomplete	analysis is complete and point is established	analysis is complete, insightful and clearly supported							

K/U -

T/I -



\* Teachers should indicate which bands of expectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 - 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Communication	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation	satisfactory spelling, grammar and punctuation	very few or no spelling, grammar and punctuation errors.	as in 3 but uses grammar or punctuation to enhance meaning and/or style							
	<input type="checkbox"/> sentence craft		adequately varies sentence types to communicate most ideas clearly	varies sentence types and lengths to communicate ideas clearly	effectively varies sentence types and lengths to communicate clearly and to suit purpose and audience	wide variety of sentence types and lengths communicate clearly, accurately and suit purpose and audience							
	<input type="checkbox"/> coherence		infrequent use of transitions and hooks.	somewhat effective transition and hook use	transitions and/or hooks create logical connections between ideas and paragraphs	transitions and hooks create unified and coherent writing							
	<input type="checkbox"/> paragraph structure		topic and concluding sentences are identifiable	topic and concluding sentences identifiable and non-repetitive	topic and concluding. sentences expressed effectively and non-repetitively	as in 3 and are stylistically embedded into fabric of paragraph							
Application	<input type="checkbox"/> relevance; critical literacy (bias, values)		very little depth and relevance; little linkage beyond text.	some depth and relevance; some attempt to link beyond text.	links beyond text shows significant depth and relevance	links beyond text are insightful, critical and highly relevant.							
	<input type="checkbox"/> voice, tone and diction (media terminology)		adequately selects and applies language/diction to suit audience/purpose; POV inconsistent	competently selects and applies language/diction to suit audience/purpose; POV mostly consistent	effectively selects and applies language/diction/POV to suit audience/purpose	exceptional use and application of language/diction/POV to suit audience/purpose.							
	<input type="checkbox"/> producing media texts		limited success in producing media texts; limited use of appropriate forms, conventions and techniques to suit audience and purpose	produces relatively effective media texts, using mostly appropriate forms, conventions and techniques to suit audience and purpose	produces effective media texts, using the most appropriate forms, conventions and techniques to suit audience and purpose	produces creative, effective and dynamic media texts, using appropriate forms, conventions and techniques to suit audience and purpose							

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Metacognition Rubric - Writing		* Teachers should indicate which bands of exectations below will be assessed													
Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Know. & Under.	<input type="checkbox"/> reflecting on skills and strategies		adequate knowledge of writing methods & strategies			competent knowledge and self assessment of a few writing process methods and strategies			good knowledge and self assessment of writing methods and strategies			insightful knowledge and self assessment of various writing process methods and strategies			K/U -
	<input type="checkbox"/> interconnected strand skills: listening, reading speaking & viewing		identifies or explains how 1 or 2 other strand skills help them write more effectively			identifies and explains how a few other strand skills help them write more effectively			effectively identifies and explains how a variety of other strand skills help them write more effectively			thoroughly identifies and explains how a variety of other strand skills help them write more effectively			
Thinking & Inquiry	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them write more effectively			Creates adequate plan to use other strand skills help them write more effectively			Creates an effective plan to use other strand skills help them write more effectively			Creates thorough plan to use other strand skills help them write more effectively			T/I -
	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them write more effectively			Creates adequate plan to use other strand skills help them write more effectively			Creates an effective plan to use other strand skills help them write more effectively			Creates thorough plan to use other strand skills help them write more effectively			

Metacognition Rubric - Reading and Literature		* Teachers should indicate which bands of exectations below will be assessed													
Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Know. & Under.	<input type="checkbox"/> reflecting on skills and strategies		adequate knowledge of reading methods & strategies			competent knowledge and self assessment of a few reading process methods and strategies			good knowledge and self assessment of reading methods and strategies			insightful knowledge and self assessment of various reading process methods and strategies			K/U -
	<input type="checkbox"/> interconnected strand skills: listening, reading speaking & viewing		identifies or explains how 1 or 2 other strand skills help them read more effectively			identifies and explains how a few other strand skills help them read more effectively			effectively identifies and explains how a variety of other strand skills help them read more effectively			thoroughly identifies and explains how a variety of other strand skills help them read more effectively			
Thinking & Inquiry	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them read more effectively			Creates adequate plan to use other strand skills help them read more effectively			Creates an effective plan to use other strand skills help them read more effectively			Creates thorough plan to use other strand skills help them read more effectively			T/I -
	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them read more effectively			Creates adequate plan to use other strand skills help them read more effectively			Creates an effective plan to use other strand skills help them read more effectively			Creates thorough plan to use other strand skills help them read more effectively			



Metacognition Rubric - Oral Communication		* Teachers should indicate which bands of exectations below will be assessed													
Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Know. & Under.	<input type="checkbox"/> reflecting on skills and strategies		adequate knowledge of oral language methods & strategies			competent knowledge and self assessment of a few oral language methods and strategies			good knowledge and self assessment of oral language methods and strategies			insightful knowledge and self assessment of various oral language methods and strategies			K/U -
	<input type="checkbox"/> interconnected strand skills: listening, reading speaking & viewing		identifies or explains how 1 or 2 other strand skills help them speak / listen more effectively			identifies and explains how a few other strand skills help them speak / listen more effectively			effectively identifies and explains how a variety of other strand skills help them speak / listen more effectively			thoroughly identifies and explains how a variety of other strand skills help them speak / listen more effectively			
Thinking & Inquiry	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them speak / listen more effectively			Creates adequate plan to use other strand skills help them speak / listen more effectively			Creates an effective plan to use other strand skills help them speak / listen more effectively			Creates thorough plan to use other strand skills help them speak / listen more effectively			T/I -

Metacognition Rubric - Media		* Teachers should indicate which bands of exectations below will be assessed													
Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)			
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%	
Know. & Under.	<input type="checkbox"/> reflecting on skills and strategies		adequate knowledge of media production / analysis methods & strategies			competent knowledge and self assessment of a few media production / analysis methods and strategies			good knowledge and self assessment of media production / analysis methods and strategies			insightful knowledge and self assessment of various media production / analysis methods and strategies			K/U -
	<input type="checkbox"/> interconnected strand skills: listening, reading speaking & viewing		identifies or explains how 1 or 2 other strand skills help them create / analyse media more effectively			identifies and explains how a few other strand skills help them create / analyse media more effectively			effectively identifies and explains how a variety of other strand skills help them create / analyse media more effectively			thoroughly identifies and explains how a variety of other strand skills help them create / analyse media more effectively			
Thinking & Inquiry	<input type="checkbox"/> Plan to use interconnected strand skills: listening, reading speaking & viewing		Creates limited plan to use other strand skills help them create / analyse media more effectively			Creates adequate plan to use other strand skills help them create / analyse media more effectively			Creates an effective plan to use other strand skills help them create / analyse media more effectively			Creates thorough plan to use other strand skills help them create / analyse media more effectively			T/I -



Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Communication	<input type="checkbox"/> Setting		creates setting with limited effectiveness			creates setting with some effectiveness			creates setting with considerable effectiveness			creates setting with a high degree of effectiveness		
	<input type="checkbox"/> dialogue / quotations		limited use of dialogue and/or quotations conventions			adequate use of dialogue and/or quotations conventions			uses conventions of dialogue and/or quotations with considerable effectiveness			uses conventions of dialogue and/or quotations with a high degree of effectiveness		
	<input type="checkbox"/> elements of style (rhetorical methods, figurative/literary devices, showing/telling, narrative, exposition)		uses few elements of style; elements add little to the text's effectiveness			adequate use a variety of elements of style in texts; elements add somewhat to text's effectiveness			competent use of a variety of elements of style; elements add significantly to text's effectiveness			skillfully uses a variety of elements of style; elements add greatly to text's effectiveness		
	<input type="checkbox"/> Plot/Article development		develops plot and structure with limited coherence and cohesiveness			develops plot and structure with some coherence and cohesiveness			develops an engaging plot and structure with considerable coherence and cohesiveness			develops an engaging and original plot structure with a high degree of coherence and cohesiveness		
	<input type="checkbox"/> character development		uses learning methods of characterization			uses one or two methods of characterization to create stock characters			uses a variety of methods of characterization to create well defined characters			uses a variety of overt and subtle methods of characterization to create well defined characters		
Application	<input type="checkbox"/> voice, tone and diction		adequately selects and applies language/register to suit audience/purpose; POV inconsistent			competently selects and applies language/register to suit audience/purpose; POV mostly consistent			effectively selects and applies language/register/POV to suit audience/purpose			exceptional use and application of language/register/POV to suit audience/purpose.		
	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation			satisfactory spelling, grammar and punctuation			very few or no spelling, grammar and punctuation errors.			as in 3 but uses grammar or punctuation to enhance meaning and/or style		
	<input type="checkbox"/> Application and use of writing process		limited use and application of writing process.			come use and application of writing process to produce writing .			effective use and application of writing process to produce good writing .			exceptional use and application of writing process to produce quality writing.		
	<input type="checkbox"/> Apply knowledge of text forms and features (plot, conflict, character, and other elements of fiction and non-fiction)		applies few characteristics of text forms and/or features			applies some characteristics of text forms and/or features with some success			applies characteristics of text forms and features to create relatively polished writing			skillfully applies a variety of characteristics of text forms and features to create polished writing		
	<input type="checkbox"/> producing finished work		adequately applies formatting/ layout/ editing conventions of written work			competently applies formatting/ layout/ editing conventions of written work			very few errors in formatting/ layout/ editing conventions of written work			strictly adheres to formatting/ layout/ editing conventions of written work		

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**EWC Investigating**

\* Teachers should indicate which bands of exectations below will be assessed

Curriculum Expectations	"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 – 100%)		
		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
<b>Knowledge &amp; understanding</b> <input type="checkbox"/> understanding of course material and purpose <input type="checkbox"/> vocabulary development (writing, publishing and communications terminology). <input type="checkbox"/> knowledge of the techniques, skills and processes of writing <input type="checkbox"/> research careers and the publishing industry; beliefs about writing		reads course materials with some understanding of theme & purpose.	reads course materials with satisfactory understanding of theme & purpose.	reads course materials proficiently & understands theme & purpose	reads course materials with thorough, insightful understanding of theme & purpose								
		is developing grade and purpose appropriate vocabulary	has an adequate grade and purpose appropriate vocabulary.	uses and understands grade and purpose appropriate vocabulary	uses and understands an extensive and expanding grade and purpose appropriate vocabulary								
		<input type="checkbox"/> demonstrates limited knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates some knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates considerable knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates a thorough and insightful knowledge of the techniques, skills and processes of writing								
		research demonstrates limited knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates some knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates considerable knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates thorough and insightful knowledge of the processes, challenges and beliefs about writing and publishing								
<b>Thinking &amp; Inquiry</b> <input type="checkbox"/> inferences; analysing and evaluating writer's and their works <input type="checkbox"/> analysis of text forms and features (e.g. elements of fiction/non fiction/genre) <input type="checkbox"/> analysis of elements of style (e.g. rhetorical methods, figurative/literary devices)		limited attempt to analyse how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	some attempt to analyse how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	considerable analysis of the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	skilfully analyses how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style								
		recognizes and describes few characteristics of text forms and/or features with limited effectiveness	identifies and describes some characteristics of text forms and/or features with some effectiveness	accurately identifies and describes characteristics of text forms and features with considerable effectiveness	identifies and describes a variety of characteristics of text forms and features with a high level of effectiveness								
		identifies and describes few elements of style in texts with limited effectiveness	identifies and describes some elements of style in texts with some effectiveness	identifies and describes elements of style in texts with considerable effectiveness	identifies and describes a variety of elements of style in texts with a high level of effectiveness								

K/U -

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