

* 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							

K/U -

T/I -



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		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		

Comm-

App-

