Language and Literature

Criterion A: Analyzing

Maximum: 8

At the end of year 3, students should be able to:

1. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
2. identify and explain the effects of the creator’s choices on an audience
3. justify opinions and ideas, using examples, explanations and terminology
4. interpret similarities and differences in features within and between genres and texts.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. provides **minimal** identification and explanation of the content, context, language, structure, technique and style and **does not** explain the relationship among texts
2. provides **minimal** identification and explanation of the effects of the creator’s choices on an audience
3. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology
4. interprets **few** similarities and differences in features within and between genres and texts.
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| 3-4 | The student: 1. provides **adequate** identification and explanation of the content, context, language, structure, technique and style and **some explanation** of the relationship among texts
2. provides **adequate** identification and explanation of the effects of the creator’s choices on an audience
3. justifies opinions and ideas with **some** examples or explanations, though this may not be consistent; uses **some** terminology
4. interprets **some** similarities and differences in features within and between genres and texts.
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| 5-6 | The student: 1. provides **substantial** identification and explanation of the content, context, language, structure, technique and style and explains the relationships among texts
2. provides **substantial** identification and explanation of the effects of the creator’s choices on an audience
3. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology
4. **competently** interpretssimilarities and differences in features within and between genres and texts.
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| 7-8 | The student: 1. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style and explains the relationships among texts **thoroughly**
2. provides **perceptive** identification and explanation of the effects of the creator’s choices on an audience
3. gives **detailed justification** of opinions and ideas with **a range** of examples and thorough explanations; uses **accurate** terminology
4. **perceptively compares and contrasts** features within and between genres and texts.
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Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

1. employ organizational structures that serve the context and intention
2. organize opinions and ideas in a coherent and logical manner
3. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. makes **minimal** use of organizational structures, though these many not always serve the context and intention
2. organizes opinions and ideas with a **minimal degree of coherence and logic**
3. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
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| 3-4 | The student: 1. makes **adequate** use of organizational structures that serve the context and intention
2. organizes opinions and ideas with a **some degree of coherence and logic**
3. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
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| 5-6 | The student: 1. makes **competent** use of organizational structures that serve the context and intention
2. organizes opinions and ideas in a **coherent and** **logical** manner with ideas building on each other
3. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
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| 7-8 | The student: 1. makes **sophisticated** use of organizational structures that serve the context and intention effectively
2. **effectively** organizes opinions and ideas in a **coherent and** **logical** manner, with ideas building on each other in a **sophisticated** way
3. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.
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Criterion C: Producing Text

Maximum: 8

At the end of year 3, students should be able to:

1. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
2. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
3. select relevant details and examples to develop ideas.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration and consideration of new perspectives and ideas
2. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience
3. selects **few** relevant details and examples to develop ideas.
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| 3-4 | The student: 1. 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
2. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience
3. selects **some** relevant details and examples to develop ideas.
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| 5-6 | The student: 1. 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
2. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience
3. selects **sufficient** relevant details and examples to support ideas.
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| 7-8 | The student: 1. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** ofthought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas
2. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience
3. selects **extensive** relevant details and examples to develop ideas.
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Criterion D: Using Language

Maximum: 8

At the end of year 3, students should be able to:

1. use appropriate and varied vocabulary, sentence structures and forms of expression
2. write and speak in an appropriate register and style
3. use correct grammar, syntax and punctuation
4. spell (alphabetic languages), write (character languages) and pronounce with accuracy
5. use appropriate non-verbal communication techniques.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below |
| 1-2 | The student: 1. uses a **limited** range of appropriate vocabulary and forms of expression
2. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention
3. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication
4. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication
5. makes **limited and/or inappropriate** use of non-verbal communication techniques.
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| 3-4 | The student: 1. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression
2. **sometimes** writes and speaks in a register and style that serve the context and intention
3. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication
4. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication
5. makes **some** use of appropriate non-verbal communication techniques.
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| 5-6 | The student: 1. uses a **varied** **range** of appropriate vocabulary, sentence structures and forms of expression **competently**
2. writes and speaks **competently** in a register and style that serve the context and intention
3. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication
4. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication
5. makes **sufficient** use of appropriate non-verbal communication techniques.
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| 7-8 | The student: 1. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression
2. writes and speaksin a **consistently appropriate** register and style that serve the context and intention
3. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**
4. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**
5. makes **effective** use of appropriate non-verbal communication techniques.
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