

Year 3 Criterion A: Analyzing

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts provides minimal identification and explanation of the effects of the creator's choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology interprets few similarities and differences in features within and between genres and texts.
3-4	The student: <ol style="list-style-type: none"> provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts provides adequate identification and explanation of the effects of the creator's choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology interprets some similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts provides substantial identification and explanation of the effects of the creator's choices on an audience sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology competently interprets similarities and differences in features within and between genres and texts.
7-8	The student: <ol style="list-style-type: none"> provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly provides perceptive identification and explanation of the effects of the creator's choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology perceptively compares and contrasts features within and between genres and texts.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion A: Analyzing

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts provides minimal identification and explanation of the effects of the creator's choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology interprets few similarities and differences in features within and between genres and texts.
3-4	The student: <ol style="list-style-type: none"> provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts provides adequate identification and explanation of the effects of the creator's choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology interprets some similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts provides substantial identification and explanation of the effects of the creator's choices on an audience sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology competently interprets similarities and differences in features within and between genres and texts.
7-8	The student: <ol style="list-style-type: none"> provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly provides perceptive identification and explanation of the effects of the creator's choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology perceptively compares and contrasts features within and between genres and texts.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion B: Organizing

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> makes minimal use of organizational structures though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: <ol style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of coherence and logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: <ol style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a coherent and logical manner with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: <ol style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion B: Organizing

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> makes minimal use of organizational structures though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: <ol style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of coherence and logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: <ol style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a coherent and logical manner with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: <ol style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion C: Producing Text

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to develop ideas.
3-4	The student: <ol style="list-style-type: none"> 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 makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience selects some relevant details and examples to develop ideas.
5-6	The student: <ol style="list-style-type: none"> 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 makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to develop ideas.

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience selects extensive relevant details and examples to develop ideas with precision.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion C: Producing Text

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to develop ideas.
3-4	The student: <ol style="list-style-type: none"> 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 makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience selects some relevant details and examples to develop ideas.
5-6	The student: <ol style="list-style-type: none"> 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 makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to develop ideas.

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience selects extensive relevant details and examples to develop ideas with precision.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion D: Using Language

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: <ol style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication makes some use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: <ol style="list-style-type: none"> effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.

Commentary: _____

IB Grade: _____

Conversion: _____

Year 3 Criterion D: Using Language

Name: _____

Date: _____

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: <ol style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication makes some use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5-6	The student: <ol style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques.
7-8	The student: <ol style="list-style-type: none"> effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.

Commentary: _____

IB Grade: _____

Conversion: _____