ate:		Date:	
Achievement level	Level descriptor	Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	0	The student does not reach a standelow.
1-2	The student: i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts ii. provides minimal identification and explanation of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts.	1-2	The student: i. provides minimal identifica language, structure, technic relationship among texts ii. provides minimal identifica creator's choices on an audi iii. rarely justifies opinions and little or no terminology iv. interprets few similarities ar
3–4	The student: i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts.	3–4	genres and texts. The student: i. provides adequate identific language, structure, techniq relationship among texts ii. provides adequate identific creator's choices on an audi justifies opinions and ideas though this may not be considered in the consideration of the considerati
Achievement level	Level descriptor	Achievement level	Level descriptor
5–6	The student: i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.	5–6	The student: i. provides substantial ident context, language, structur relationship among texts ii. provides substantial ident creator's choices on an aud iii. sufficiently justifies opinic uses accurate terminology iv. competently interprets sir between genres and texts.
7–8	The student: i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts.	7–8	The student: i. provides perceptive identic context, language, structur relationship among texts the provides perceptive identit creator's choices on an audi iii. gives detailed justification examples, and thorough ex perceptively compares and genres and texts.
mmentary	:	Commentary	:

Conversion:

IB Grade: _____

IB Grade: _____

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

Conversion:

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: i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. 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: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Commentary:	Commentary:	
		
IB Grade:	Conversion:	IB Grade:

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.
	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention
1-2	ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. 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: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

B Grade:	Conversion:	
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Commentary:

	Year	3	Criterion	C:	Produ	cing	Text
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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: i. 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 ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3-4	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 ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5-6	The student: i. 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 ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.

Achievement level	Level descriptor
	The student:
7–8	 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
	ii. 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: i. 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 ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
3–4	The student: i. 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 ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5-6	The student: i. 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 ii. makes thoughtful stylistic choices in terms of linguistic, literary and visua devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.

Achievement level	Level descriptor
	The student:
7–8	 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
	ii. 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.

IB Grade: _____

Commentary:						

Conversion:

Year 3 Criterion D: Using Language

Name:	 	 	
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Date:	

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
5–6	The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7–8	The student: i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Commentary:		
IB Grade:	Conversion:	

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ievement level	Level descriptor	
0	The student does not reach a standard described by any of the descriptors below.	
	The student:	
	i. 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 	
1–2	iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication	
	 spells/writes and pronounces with limited accuracy; errors often hinder communication 	
	v. makes limited and/or inappropriate use of non-verbal communication	
	techniques.	
	The student:	
	 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 	
3–4	iii. 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 	
	v. makes some use of appropriate non-verbal communication techniques.	
hievement level	Level descriptor	
	The student:	
	i. uses a varied range of appropriate vocabulary, sentence structures and	
	forms of expression competently ii. writes and speaks competently in a register and style that serve the	
	context and intention	
5-6	iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication	
	iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication	
	v. makes sufficient use of appropriate non-verbal communication techniques.	
	The student:	
	i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression	
	ii. writes and speaks in a consistently appropriate register and style that serve the context and intention	
7–8	iii. 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 	
	v. makes effective use of appropriate non-verbal communication techniques.	

IB Grade:	Conversion: