

# Advertisement

Student's Name \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>• knowledge and understanding of content (concepts, ideas, opinions, information)</li> </ul>	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows insightful knowledge and understanding of content
<b>Thinking</b> <ul style="list-style-type: none"> <li>• use of creative thinking skills (features of advertisement)</li> <li>• use of critical thinking skills (analysis of target audience)</li> </ul>	<input type="checkbox"/> uses creative thinking skills with limited effectiveness  <input type="checkbox"/> uses critical thinking skills with limited effectiveness	<input type="checkbox"/> uses creative thinking skills with some effectiveness  <input type="checkbox"/> uses critical thinking skills with some effectiveness	<input type="checkbox"/> uses creative thinking skills with considerable effectiveness  <input type="checkbox"/> uses critical thinking skills with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills with a high degree of effectiveness  <input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness
<b>Communication</b> <ul style="list-style-type: none"> <li>• sense of audience and purpose</li> <li>• use of media conventions and design techniques (text and visuals)</li> <li>• use of language conventions and vocabulary</li> </ul>	<input type="checkbox"/> has limited sense of audience and purpose of advertisement  <input type="checkbox"/> uses media conventions and design techniques with limited effectiveness  <input type="checkbox"/> language use shows limited understanding of target audience and purpose	<input type="checkbox"/> has some sense of audience and purpose in advertisement  <input type="checkbox"/> uses media conventions and design techniques with some effectiveness  <input type="checkbox"/> language use shows some understanding of target audience and purpose	<input type="checkbox"/> has clear sense of audience and purpose in advertisement  <input type="checkbox"/> uses media conventions and design techniques with considerable effectiveness  <input type="checkbox"/> language use is appropriate for target audience and purpose	<input type="checkbox"/> has strong sense of audience and purpose in advertisement  <input type="checkbox"/> uses media conventions and design techniques skilfully and very effectively  <input type="checkbox"/> language is used skilfully and very appropriately for target audience and purpose
<b>Application</b> <ul style="list-style-type: none"> <li>• use and transfer of skills in design and presentation of media items</li> </ul>	<input type="checkbox"/> shows limited command of media design and presentation skills	<input type="checkbox"/> shows some command of media design and presentation skills	<input type="checkbox"/> shows considerable command of media design and presentation skills	<input type="checkbox"/> shows strong command of media design and presentation skills

## Analytical Essay

Student's name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>knowledge and understanding of content and form of an analytical essay</li> </ul>	<input type="checkbox"/> demonstrates limited knowledge and understanding of content and form	<input type="checkbox"/> demonstrates some knowledge and understanding of content and form	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content and form	<input type="checkbox"/> demonstrates insightful knowledge and understanding of content and form
<b>Thinking</b> <ul style="list-style-type: none"> <li>use of planning skills (development of thesis statement)</li> <li>critical thinking skills (development of ideas)</li> <li>use of processing skills (use of evidence and examples)</li> </ul>	<input type="checkbox"/> presents a thesis statement limited in effectiveness  <input type="checkbox"/> develops ideas with limited logic, objectivity, and coherence  <input type="checkbox"/> incorporates limited relevant evidence and examples	<input type="checkbox"/> presents a thesis statement with some effectiveness  <input type="checkbox"/> develops ideas with some logic, objectivity, and coherence  <input type="checkbox"/> incorporates some well-chosen, relevant evidence and examples	<input type="checkbox"/> presents an effective, focused thesis statement  <input type="checkbox"/> develops arguments carefully and logically  <input type="checkbox"/> incorporates considerable well-chosen, relevant evidence and examples	<input type="checkbox"/> presents a highly effective, insightful thesis statement  <input type="checkbox"/> develops ideas with a high degree of logic, objectivity, and coherence  <input type="checkbox"/> incorporates highly effective, well-chosen, and relevant evidence and examples
<b>Communication</b> <ul style="list-style-type: none"> <li>expression and organization of ideas and information</li> <li>sense of audience and purpose/style and voice (appropriate for an analytical essay)</li> <li>language conventions</li> </ul>	<input type="checkbox"/> shows limited command of expression and organization of ideas and information  <input type="checkbox"/> shows limited sense of audience and purpose; has limited command of style and voice  <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with limited accuracy and effectiveness	<input type="checkbox"/> shows some command of expression and organization of ideas and information  <input type="checkbox"/> shows some sense of audience and purpose; has some command of style and voice  <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with some accuracy and effectiveness	<input type="checkbox"/> shows considerable command of expression and organization of ideas and information  <input type="checkbox"/> shows considerable sense of audience and purpose; has considerable command of style and voice  <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with considerable accuracy and effectiveness	<input type="checkbox"/> shows extensive command of expression and organization of ideas and information  <input type="checkbox"/> shows extensive sense of audience and purpose; has a strong command of style and voice  <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with a high degree of accuracy and effectiveness
<b>Application</b> <ul style="list-style-type: none"> <li>use and transfer of analytical essay writing knowledge and skills</li> </ul>	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with limited accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with some accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with considerable accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with a high degree of accuracy and effectiveness

**Dramatic Monologue**

**Student's Name** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge/ Understanding</b> • character's points of view, motivations, and attitudes (believability)	<input type="checkbox"/> shows limited knowledge and understanding of character	<input type="checkbox"/> shows some knowledge and understanding of character	<input type="checkbox"/> shows considerable knowledge and understanding of character	<input type="checkbox"/> shows insightful knowledge and understanding of character
<b>Thinking</b> • use of creative thinking processes (voice, insight into character)	<input type="checkbox"/> uses creative thinking process in developing character with limited effectiveness	<input type="checkbox"/> uses creative thinking process in developing character with some effectiveness	<input type="checkbox"/> uses creative thinking process in developing character with considerable effectiveness	<input type="checkbox"/> uses creative thinking process in developing character very effectively
<b>Communication</b> • expression and organization of ideas (beginning, middle, end)  • use of appropriate character voice, body language, style, and point of view	<input type="checkbox"/> structure shows limited logic, coherence, and consistency  <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with limited effectiveness	<input type="checkbox"/> structure shows some logic, coherence, and consistency  <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with some effectiveness	<input type="checkbox"/> structure is logical, coherent, and consistent  <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with considerable effectiveness	<input type="checkbox"/> structure shows a high degree of logic, coherence, and consistency  <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with a high degree of effectiveness
<b>Application</b> • use and transfer of oral language skills	<input type="checkbox"/> uses and transfers oral language skills with limited effectiveness	<input type="checkbox"/> uses and transfers oral language skills with some effectiveness	<input type="checkbox"/> uses and transfers oral language skills with considerable effectiveness	<input type="checkbox"/> uses and transfers oral language skills with a high degree of effectiveness

**Formal Debate**

**Student's name:** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of content (concepts, ideas, opinions, relationships); quality of research</li> </ul>	<input type="checkbox"/> demonstrates limited knowledge and understanding of content	<input type="checkbox"/> demonstrates some knowledge and understanding of content	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content	<input type="checkbox"/> demonstrates insightful knowledge and understanding of content
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• use of planning skills (e.g., gathering/organizing information, focusing research); resolution</li> <li>• use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing evaluating)</li> <li>• questioning and response to questions</li> </ul>	<input type="checkbox"/> uses planning skills with limited effectiveness (interpretation of resolution weak)  <input type="checkbox"/> uses processing skills in developing arguments with limited effectiveness  <input type="checkbox"/> shows limited skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills with some effectiveness (some skill in interpretation of resolution)  <input type="checkbox"/> uses processing skills in developing arguments with some effectiveness  <input type="checkbox"/> shows some skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills with considerable effectiveness (clear interpretation of resolution)  <input type="checkbox"/> uses processing skills in developing arguments with considerable effectiveness  <input type="checkbox"/> shows considerable skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills very effectively (insightful interpretation of resolution)  <input type="checkbox"/> uses processing skills in developing arguments very effectively  <input type="checkbox"/> shows thorough confidence and skill in questioning and responding to questions
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• expression and organization of ideas and information</li> <li>• communication for specific audience and purpose (use of rhetorical devices; following rules and conventions of debating)</li> </ul>	<input type="checkbox"/> expresses and organizes ideas with limited logic and effectiveness  <input type="checkbox"/> communicates for specific audience and purpose with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas with some logic and effectiveness  <input type="checkbox"/> communicates for specific audience and purpose with some effectiveness	<input type="checkbox"/> expresses and organizes ideas with considerable logic and effectiveness  <input type="checkbox"/> communicates for specific audience and purpose with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas with clear logic and effectiveness  <input type="checkbox"/> communicates for specific audience and purpose very effectively
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• use and transfer of debating skills</li> </ul>	<input type="checkbox"/> shows limited command of debating skills	<input type="checkbox"/> shows some command of debating skills	<input type="checkbox"/> shows considerable command of debating skills	<input type="checkbox"/> shows strong command of debating skills

**Journal Reflection**

**Student's Name** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the content (ideas, issues, themes, opinions, information) of the work</li> </ul>	<input type="checkbox"/> shows limited knowledge and understanding of the content of the work	<input type="checkbox"/> shows some knowledge and understanding of the content of the work	<input type="checkbox"/> shows considerable knowledge and understanding of the content of the work	<input type="checkbox"/> shows insightful knowledge and understanding of the content of the work
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• critical thinking skills (analysis)</li> <li>• use of evidence (including quotations and examples)</li> </ul>	<input type="checkbox"/> uses critical thinking skills with limited effectiveness  <input type="checkbox"/> uses limited specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with some effectiveness  <input type="checkbox"/> uses some specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness  <input type="checkbox"/> uses considerable specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with with a high degree of effectiveness  <input type="checkbox"/> uses extensive specific and accurate detail to support and illustrate ideas and opinions
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• expression and organization of ideas</li> <li>• use of conventions, vocabulary, and terminology</li> </ul>	<input type="checkbox"/> expresses and organizes ideas with limited effectiveness and clarity  <input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas with some effectiveness and clarity  <input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness and clarity	<input type="checkbox"/> expresses and organizes ideas with considerable effectiveness and clarity  <input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness and clarity	<input type="checkbox"/> expresses and organizes ideas with a high degree of effectiveness and clarity  <input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness and clarity
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• making connections within and between contexts</li> <li>• use and transfer of knowledge and skills to new contexts</li> </ul>	<input type="checkbox"/> makes few connections  <input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> makes some connections  <input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> makes effective connections  <input type="checkbox"/> uses and transfers skills with considerable effectiveness	<input type="checkbox"/> makes highly effective connections  <input type="checkbox"/> uses and transfers skills with a high degree of effectiveness

## Media Analysis

Student's name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>• knowledge of content (media messages, issues, and concepts)</li> <li>• understanding of content (media messages, issues, and concepts)</li> </ul>	<input type="checkbox"/> demonstrates limited knowledge of content  <input type="checkbox"/> demonstrates limited understanding of content	<input type="checkbox"/> demonstrates some knowledge of content  <input type="checkbox"/> demonstrates some understanding of content	<input type="checkbox"/> demonstrates considerable knowledge of content  <input type="checkbox"/> demonstrates considerable understanding of content	<input type="checkbox"/> demonstrates thorough knowledge of content  <input type="checkbox"/> demonstrates thorough understanding of content
<b>Thinking</b> <ul style="list-style-type: none"> <li>• use of critical thinking skills (implicit messages, motives, and biases)</li> <li>• analysis of visual elements and rhetorical techniques</li> </ul>	<input type="checkbox"/> uses critical thinking skills with limited effectiveness  <input type="checkbox"/> analyzes visual elements and rhetorical techniques with limited effectiveness	<input type="checkbox"/> uses critical thinking skills with some effectiveness  <input type="checkbox"/> analyzes visual elements and rhetorical techniques with some effectiveness	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness  <input type="checkbox"/> analyzes visual elements and rhetorical techniques with considerable effectiveness	<input type="checkbox"/> uses critical thinking skills very effectively  <input type="checkbox"/> analyzes visual elements and rhetorical techniques very effectively
<b>Communication</b> <ul style="list-style-type: none"> <li>• expression and organization of ideas and information</li> </ul>	<input type="checkbox"/> communicates ideas and information with limited effectiveness	<input type="checkbox"/> communicates ideas and information with some effectiveness	<input type="checkbox"/> communicates ideas and information with considerable effectiveness	<input type="checkbox"/> communicates ideas and information with a high degree of effectiveness
<b>Application</b> <ul style="list-style-type: none"> <li>• use and transfer of knowledge and skills of media analysis</li> </ul>	<input type="checkbox"/> uses and transfers media analysis skills with limited effectiveness	<input type="checkbox"/> uses and transfers media analysis skills with some effectiveness	<input type="checkbox"/> uses and transfers media analysis skills with considerable effectiveness	<input type="checkbox"/> uses and transfers media analysis skills with a high degree of effectiveness
<ul style="list-style-type: none"> <li>• making connections within and between various contexts</li> </ul>	<input type="checkbox"/> makes few connections to other works or experiences	<input type="checkbox"/> makes some connections to other works or experiences	<input type="checkbox"/> makes considerable connections to other works or experiences	<input type="checkbox"/> makes effective and connections to other works or experiences

**Oral Presentation**

**Student's Name** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>content (information, ideas, opinions, and issues)</li> </ul>	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows thorough knowledge and understanding of content
<b>Thinking</b> <ul style="list-style-type: none"> <li>critical thinking skills (analysis and explanation)</li> <li>use of planning and processing skills (e.g., generating ideas, gathering information, drawing inferences, analyzing, synthesizing, evaluating)</li> </ul>	<input type="checkbox"/> uses critical thinking skills with limited effectiveness  <input type="checkbox"/> uses planning and processing skills with limited effectiveness	<input type="checkbox"/> uses critical thinking skills with some effectiveness  <input type="checkbox"/> uses planning and processing skills with some effectiveness	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness  <input type="checkbox"/> uses planning and processing skills with considerable effectiveness	<input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness  <input type="checkbox"/> uses planning and processing skills very effectively
<b>Communication</b> <ul style="list-style-type: none"> <li>sense of audience and purpose</li> <li>rhetorical devices</li> <li>expression and organization of ideas</li> <li>use of language conventions (grammar, sentence structure, usage)</li> </ul>	<input type="checkbox"/> shows limited sense of audience and purpose in choice of material  <input type="checkbox"/> shows limited use of rhetorical devices  <input type="checkbox"/> structure of presentation shows limited organization  <input type="checkbox"/> presentation shows limited effective use of language conventions	<input type="checkbox"/> shows some sense of audience and purpose in choice of material  <input type="checkbox"/> shows some use of rhetorical devices  <input type="checkbox"/> structure of presentation shows some organization  <input type="checkbox"/> presentation shows some effective use of language conventions	<input type="checkbox"/> shows considerable sense of audience and purpose in choice of material  <input type="checkbox"/> shows considerable use of rhetorical devices  <input type="checkbox"/> structure of presentation shows considerable organization  <input type="checkbox"/> presentation shows effective use of language conventions	<input type="checkbox"/> shows thorough understanding of audience and purpose in choice of material  <input type="checkbox"/> shows highly effective use of rhetorical devices  <input type="checkbox"/> structure of presentation is very well organized  <input type="checkbox"/> presentation shows very effective and persuasive use of language conventions
<b>Application</b> <ul style="list-style-type: none"> <li>use and transfer of oral presentation skills (clarity of voice, manner of presentation)</li> </ul>	<input type="checkbox"/> shows limited command of oral presentation skills	<input type="checkbox"/> shows some command of oral presentation skills	<input type="checkbox"/> shows considerable command of oral presentation skills	<input type="checkbox"/> shows strong command of oral presentation skills

**Personal Essay**

**Student's name:** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge/Understanding</b> <ul style="list-style-type: none"> <li>knowledge and understanding of content (information, ideas, concepts)</li> </ul>	<input type="checkbox"/> provides limited relevant information and few ideas to develop the topic or experience	<input type="checkbox"/> provides some relevant information and ideas to develop the topic or experience	<input type="checkbox"/> provides sufficient relevant information and ideas to develop the topic or experience	<input type="checkbox"/> provides thorough, well-chosen information and ideas to develop the topic or experience
<b>Thinking</b> <ul style="list-style-type: none"> <li>critical thinking skills (development of thesis)</li> <li>use of processing skills (analysis; use of evidence)</li> </ul>	<input type="checkbox"/> provides a thesis of limited scope and sophistication  <input type="checkbox"/> offers little explanation or analysis of the topic or experience	<input type="checkbox"/> provides a thesis with some scope and sophistication  <input type="checkbox"/> offers some explanation and analysis of the topic or experience	<input type="checkbox"/> provides an effective thesis  <input type="checkbox"/> offers thoughtful explanation and analysis of the topic or experience	<input type="checkbox"/> provides a highly effective, thought-provoking thesis  <input type="checkbox"/> offers very effective explanation and analysis of the topic or experience
<b>Communication</b> <ul style="list-style-type: none"> <li>sense of audience and purpose</li> <li>expression and organization of ideas</li> <li>style</li> </ul>	<input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness  <input type="checkbox"/> expresses and organizes ideas with limited effectiveness  <input type="checkbox"/> uses elements of style with limited effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with some effectiveness  <input type="checkbox"/> expresses and organizes ideas with some effectiveness  <input type="checkbox"/> uses elements of style with some effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness  <input type="checkbox"/> expresses and organizes ideas with considerable effectiveness  <input type="checkbox"/> uses elements of style with considerable effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness  <input type="checkbox"/> expresses and organizes ideas with a high degree of effectiveness  <input type="checkbox"/> uses a highly effective style
<ul style="list-style-type: none"> <li>language conventions</li> </ul>	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with limited accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with some accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with considerable accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with a high degree of accuracy and effectiveness
<b>Application</b> <ul style="list-style-type: none"> <li>use and transfer of knowledge and skills</li> </ul>	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with limited accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with some accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with considerable accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with a high degree of accuracy and effectiveness

**Persuasive Essay**

**Student's Name:** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>knowledge and understanding of content (e.g., facts, concepts, ideas, issues and relationships among them)</li> </ul>	<input type="checkbox"/> demonstrates limited knowledge and understanding of content	<input type="checkbox"/> demonstrates some knowledge and understanding of content	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content	<input type="checkbox"/> demonstrates thorough knowledge and understanding of content
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>critical thinking skills (thesis development)</li> <li>use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research)</li> <li>use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)</li> </ul>	<input type="checkbox"/> offers a thesis statement of limited effectiveness  <input type="checkbox"/> uses planning skills with limited effectiveness  <input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> offers a thesis statement of some effectiveness  <input type="checkbox"/> uses planning skills with some effectiveness  <input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> offers a thesis statement of considerable effectiveness  <input type="checkbox"/> uses planning skills with considerable effectiveness  <input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> offers a very effective thesis statement  <input type="checkbox"/> uses planning skills very effectively  <input type="checkbox"/> uses processing skills very effectively
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>expression and organization of ideas and information</li> <li>sense of audience and purpose; use of rhetorical devices (appropriate for a persuasive essay)</li> <li>use of conventions</li> </ul>	<input type="checkbox"/> shows limited command of expression and organization of ideas and information  <input type="checkbox"/> shows limited sense of audience and purpose; limited effective use of rhetorical devices  <input type="checkbox"/> applies language conventions with limited effectiveness	<input type="checkbox"/> shows some command of expression and organization of ideas and information  <input type="checkbox"/> shows some sense of audience and purpose; uses rhetorical devices with some effectiveness  <input type="checkbox"/> applies language conventions with some effectiveness	<input type="checkbox"/> shows considerable command of expression and organization of ideas and information  <input type="checkbox"/> shows considerable sense of audience and purpose; uses rhetorical devices with considerable effectiveness  <input type="checkbox"/> applies language conventions with considerable effectiveness	<input type="checkbox"/> shows extensive command of expression and organization of ideas and information  <input type="checkbox"/> shows well-developed sense of audience and purpose; uses rhetorical devices very effectively  <input type="checkbox"/> applies language conventions very effectively

<b>Application</b> <ul style="list-style-type: none"><li>• use and transfer of persuasive essay writing knowledge and skills</li></ul>	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with limited accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with some accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with considerable accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with a high degree of accuracy and effectiveness
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**Persuasive Speech**

**Student's name:** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge/ Understanding</b> • knowledge and understanding of the content (information, ideas, issues)	<input type="checkbox"/> shows limited knowledge and understanding of the the content	<input type="checkbox"/> shows some knowledge and understanding of the content	<input type="checkbox"/> shows considerable knowledge and understanding of the content	<input type="checkbox"/> shows thorough and insightful knowledge and understanding of the content
<b>Thinking</b> • use of planning skills (analysis)  • use of processing skills (quality of evidence)	<input type="checkbox"/> develops ideas with limited logic and effectiveness  <input type="checkbox"/> incorporates limited relevant evidence	<input type="checkbox"/> develops ideas with some logic and effectiveness  <input type="checkbox"/> incorporates some relevant evidence	<input type="checkbox"/> develops ideas with considerable logic and effectiveness  <input type="checkbox"/> incorporates considerable well-chosen, relevant evidence	<input type="checkbox"/> develops ideas very logically and effectively  <input type="checkbox"/> incorporates highly effective, well-chosen, and relevant evidence
<b>Communication</b> • sense of audience and purpose  • rhetorical devices  • expression and organization of ideas  • language conventions and vocabulary	<input type="checkbox"/> choice of material shows limited sense of audience and purpose  <input type="checkbox"/> limited effective use of rhetorical devices  <input type="checkbox"/> speech shows limited organization and command of the form, including introduction and conclusion  <input type="checkbox"/> uses conventions and vocabulary with limited accuracy and effectiveness	<input type="checkbox"/> choice of material shows some sense of audience and purpose  <input type="checkbox"/> some effective use of rhetorical devices  <input type="checkbox"/> speech shows some organization and command of the form, including clear introduction and conclusion  <input type="checkbox"/> uses conventions and vocabulary with some accuracy and effectiveness	<input type="checkbox"/> choice of material shows considerable sense of audience and purpose  <input type="checkbox"/> considerable effective use of rhetorical devices  <input type="checkbox"/> speech shows considerable organization and command of the form, including appropriate introduction and effective conclusion  <input type="checkbox"/> uses conventions and vocabulary with considerable accuracy and effectiveness	<input type="checkbox"/> choice of material shows strong sense of audience and purpose  <input type="checkbox"/> highly effective and creative use of rhetorical devices  <input type="checkbox"/> speech is well organized and shows a strong command of the form, including an engaging introduction and effective conclusion  <input type="checkbox"/> uses conventions and vocabulary with a high degree of accuracy and effectiveness
<b>Application</b> • voice  • body language  • making connections within and between various contexts	<input type="checkbox"/> voice has limited clarity  <input type="checkbox"/> shows limited command of body language  <input type="checkbox"/> makes connections within and between various contexts with limited effectiveness	<input type="checkbox"/> voice has some clarity  <input type="checkbox"/> shows some command of body language  <input type="checkbox"/> makes connections within and between various contexts with some effectiveness	<input type="checkbox"/> voice is clear and appropriate  <input type="checkbox"/> shows considerable command of body language  <input type="checkbox"/> makes connections within and between various contexts with considerable effectiveness	<input type="checkbox"/> voice is very clear and highly effective  <input type="checkbox"/> shows strong command of body language  <input type="checkbox"/> makes connections within and between various contexts very effectively

**Poster/Visual Presentation**

**Student's Name** \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the content (information, ideas, concepts, and themes)</li> </ul>	<input type="checkbox"/> includes limited appropriate and relevant content on poster	<input type="checkbox"/> includes some appropriate and relevant content on poster	<input type="checkbox"/> includes considerable appropriate and relevant content on poster	<input type="checkbox"/> includes extensive appropriate and relevant content on poster
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• use of creative thinking skills (risk-taking in choice of material)</li> <li>• use of critical thinking processes (analysis of target audience; choice of material)</li> </ul>	<input type="checkbox"/> uses creative thinking skills to a limited extent  <input type="checkbox"/> uses critical thinking skills with limited effectiveness	<input type="checkbox"/> uses creative thinking skills with some effectiveness  <input type="checkbox"/> uses critical thinking skills with some effectiveness	<input type="checkbox"/> makes considerable effective use of creative thinking skills  <input type="checkbox"/> uses critical thinking skills with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills with a high degree of effectiveness  <input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• sense of audience and purpose</li> <li>• command of conventions of form (visual elements in use of images and text; principles of design and presentation)</li> </ul>	<input type="checkbox"/> choices show limited sense of audience or purpose  <input type="checkbox"/> shows limited command of media conventions	<input type="checkbox"/> choices show some sense of audience and purpose  <input type="checkbox"/> shows some command of media conventions	<input type="checkbox"/> choices show considerable sense of audience and purpose  <input type="checkbox"/> shows considerable command of media conventions	<input type="checkbox"/> choices show strong sense of audience and purpose  <input type="checkbox"/> shows extensive command of media conventions
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application and transfer of knowledge and skills</li> </ul>	<input type="checkbox"/> shows limited application or transfer of knowledge and skills	<input type="checkbox"/> shows some application and transfer of knowledge and skills	<input type="checkbox"/> shows considerable application and transfer of knowledge and skills	<input type="checkbox"/> shows extensive application and transfer of knowledge and skills

**Portfolio**

**Student's Name** \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• content (topics, themes, ideas, issues)</li>   <li>• information and ideas</li> </ul>	<p><input type="checkbox"/> demonstrates limited understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit</p> <p><input type="checkbox"/> material included in portfolio shows limited relevant information and ideas to develop chosen content</p>	<p><input type="checkbox"/> demonstrates some understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit</p> <p><input type="checkbox"/> material included in portfolio shows some relevant information and ideas to develop chosen content</p>	<p><input type="checkbox"/> demonstrates considerable understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit</p> <p><input type="checkbox"/> material included in portfolio shows considerable relevant information and ideas to develop chosen content</p>	<p><input type="checkbox"/> demonstrates a high degree of understanding and insightful depth of analysis of topics, themes, ideas, and issues introduced in the unit</p> <p><input type="checkbox"/> material included in portfolio shows a high degree of relevant information and ideas to develop chosen content</p>
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• critical analysis/ creative thinking processes</li>   <li>• use of planning and processing skills in preparation of material in portfolio</li> </ul>	<p><input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with limited effectiveness</p> <p><input type="checkbox"/> uses planning and processing skills with limited effectiveness</p>	<p><input type="checkbox"/> uses skills of critical analysis/creative thinking in dealing with topics, ideas, and issues with some effectiveness</p> <p><input type="checkbox"/> uses planning and processing skills with some effectiveness</p>	<p><input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with considerable effectiveness</p> <p><input type="checkbox"/> uses planning and processing skills with considerable effectiveness</p>	<p><input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with a high degree of effectiveness</p> <p><input type="checkbox"/> uses planning and processing skills with a high degree of effectiveness</p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• command of form shown in selections in portfolio</li> <li>• sense of audience and purpose in selections chosen for portfolio</li> </ul>	<p><input type="checkbox"/> selections show limited command of forms used</p> <p><input type="checkbox"/> selections show limited skill in communicating for different audiences and purposes</p>	<p><input type="checkbox"/> selections show some command of forms used</p> <p><input type="checkbox"/> selections show some skill in communicating for different audiences and purposes</p>	<p><input type="checkbox"/> selections show considerable command of forms used</p> <p><input type="checkbox"/> selections show clear skill in communicating for different audiences and purposes</p>	<p><input type="checkbox"/> selections show strong command of forms used</p> <p><input type="checkbox"/> selections show extensive skill in communicating for different audiences and purposes</p>

<ul style="list-style-type: none"> <li>• use of conventions, vocabulary, and terminology of the discipline</li> </ul>	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with limited effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with some effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with considerable effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• use and transfer of knowledge and skills; making connections between ideas, issues, and themes and personal experiences/world outside school</li> </ul>	<input type="checkbox"/> uses and transfers skills with limited effectiveness; makes few relevant connections	<input type="checkbox"/> uses and transfers skills with some effectiveness; makes some relevant connections	<input type="checkbox"/> uses and transfers skills with considerable effectiveness; makes clear, relevant connections	<input type="checkbox"/> uses and transfers skills with a high degree of effectiveness; makes insightful connections

## Research Report

Student's name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>knowledge of content (quality of research) and form of research report</li> </ul>	<input type="checkbox"/> demonstrates limited knowledge of content; researched information of limited effectiveness	<input type="checkbox"/> demonstrates some knowledge of content; researched information of some effectiveness	<input type="checkbox"/> demonstrates considerable knowledge of content; researched information of considerable effectiveness	<input type="checkbox"/> demonstrates insightful knowledge of content; researched information highly effective
<ul style="list-style-type: none"> <li>understanding of researched information</li> </ul>	<input type="checkbox"/> demonstrates limited understanding of research	<input type="checkbox"/> demonstrates some understanding of research	<input type="checkbox"/> demonstrates considerable understanding of research	<input type="checkbox"/> demonstrates clear, insightful understanding of research
<b>Thinking</b> <ul style="list-style-type: none"> <li>use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)</li> <li>use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)</li> </ul>	<input type="checkbox"/> report shows limited evidence of planning skills  <input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> report shows some evidence of planning skills  <input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> report shows considerable evidence of planning skills  <input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> report shows a high degree of evidence of effective planning skills  <input type="checkbox"/> uses processing skills very effectively
<b>Communication</b> <ul style="list-style-type: none"> <li>expression and organization of information</li> <li>specialized language</li> <li>use of research report format</li> <li>language conventions</li> </ul>	<input type="checkbox"/> expresses and organizes ideas with limited effectiveness <input type="checkbox"/> uses little relevant, specialized language <input type="checkbox"/> uses research report format with limited effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show limited accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with some effectiveness <input type="checkbox"/> uses some relevant, specialized language <input type="checkbox"/> uses research report format with some effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show some accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with considerable effectiveness <input type="checkbox"/> uses considerable relevant, specialized language <input type="checkbox"/> uses research report format with considerable effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show considerable accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with very effectively <input type="checkbox"/> uses a high degree of relevant, specialized language <input type="checkbox"/> uses research report format very effectively <input type="checkbox"/> usage, word choice, and sentence structure show a high degree of accuracy and effectiveness
<b>Application</b> <ul style="list-style-type: none"> <li>use and transfer of knowledge and skills</li> </ul>	<input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> uses/transfers skills with considerable effectiveness	<input type="checkbox"/> uses/transfers skills very effectively

## Role-Playing

Student's Name \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>• knowledge of content (characters' points of view, motivations, and attitudes)</li> <li>• understanding of content (relationships among the characters)</li> </ul>	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with limited effectiveness and believability  <input type="checkbox"/> shows limited understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with some effectiveness and believability  <input type="checkbox"/> shows some understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with considerable effectiveness and believability  <input type="checkbox"/> shows considerable understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character effectively and with a high degree of believability  <input type="checkbox"/> shows insightful understanding of relationships among the characters
<b>Thinking</b> <ul style="list-style-type: none"> <li>• creative thinking skills</li> <li>• use of planning and processing skills (generating ideas, organizing information, analyzing, interpreting, synthesizing)</li> </ul>	<input type="checkbox"/> role play shows limited creativity  <input type="checkbox"/> uses planning and processing skills with limited effectiveness	<input type="checkbox"/> role play shows some creativity  <input type="checkbox"/> uses planning and processing skills with some effectiveness	<input type="checkbox"/> role play shows considerable creativity  <input type="checkbox"/> uses planning and processing skills with considerable effectiveness	<input type="checkbox"/> role play shows a high degree of creativity  <input type="checkbox"/> uses planning and processing skills with a high degree of effectiveness
<b>Communication</b> <ul style="list-style-type: none"> <li>• sense of audience and purpose</li> <li>• expression and organization of ideas</li> <li>• use of voice and body language to develop character</li> </ul>	<input type="checkbox"/> communicates for different audiences with limited effectiveness  <input type="checkbox"/> expresses and organizes ideas in role play with limited clarity and logic  <input type="checkbox"/> uses voice and body language with limited effectiveness	<input type="checkbox"/> communicates for different audiences with some effectiveness  <input type="checkbox"/> expresses and organizes ideas in role play with some clarity and logic  <input type="checkbox"/> uses voice and body language with some effectiveness	<input type="checkbox"/> communicates for different audiences with considerable effectiveness  <input type="checkbox"/> expresses and organizes ideas in role play with considerable clarity and logic  <input type="checkbox"/> uses voice and body language with considerable effectiveness	<input type="checkbox"/> communicates for different audiences with a high degree of effectiveness  <input type="checkbox"/> expresses and organizes ideas in role play with a high degree of clarity and logic  <input type="checkbox"/> uses voice and body language effectively and engagingly
<b>Application</b> <ul style="list-style-type: none"> <li>• use and transfer of conventions of role play</li> </ul>	<input type="checkbox"/> uses and transfers conventions of role play with limited skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play with some skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play with considerable skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play very skilfully and effectively

Generic Activity: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> • knowledge and understanding of content	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows insightful knowledge and understanding of content
<b>Thinking</b> • use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research)	<input type="checkbox"/> uses planning skills with limited effectiveness	<input type="checkbox"/> uses planning skills with some effectiveness	<input type="checkbox"/> uses planning skills with considerable effectiveness	<input type="checkbox"/> uses uses planning skills very effectively
•use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> uses uses processing skills very effectively
•use of critical/creative thinking processes	<input type="checkbox"/> uses critical/creative thinking processes with limited effectiveness	<input type="checkbox"/> uses critical/creative thinking processes some effectiveness	<input type="checkbox"/> uses critical/creative thinking processes with considerable effectiveness	<input type="checkbox"/> uses critical/creative thinking processes very effectively
<b>Communication</b> • expression and organization of ideas and information  • communication for different audiences and purposes	<input type="checkbox"/> expresses and organizes ideas and information with limited effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with some effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with some effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with considerable effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with a high degree of effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness
• use of conventions, vocabulary, and terminology of the discipline	<input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness

<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• use and transfer of knowledge and skills (in familiar contexts and to new contexts)</li> </ul>	<input type="checkbox"/> uses and transfers knowledge and skills with limited effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with some effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with considerable effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with a high degree of effectiveness
<ul style="list-style-type: none"> <li>•making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</li> </ul>	<input type="checkbox"/> makes connections within and between contexts with limited effectiveness	<input type="checkbox"/> makes connections within and between contexts with some effectiveness	<input type="checkbox"/> makes connections within and between contexts with considerable effectiveness	<input type="checkbox"/> makes connections within and between contexts with a high degree of effectiveness

## Website Analysis

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b> • knowledge and understanding of the content and purpose	<input type="checkbox"/> shows limited knowledge or understanding of the content and purpose	<input type="checkbox"/> shows some knowledge and understanding of the content and purpose	<input type="checkbox"/> shows considerable knowledge and understanding of the content and purpose	<input type="checkbox"/> shows insightful knowledge and understanding of the content and purpose
<b>Thinking</b> • use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research)	<input type="checkbox"/> uses planning skills with limited effectiveness	<input type="checkbox"/> uses planning skills with some effectiveness	<input type="checkbox"/> uses planning skills with considerable effectiveness	<input type="checkbox"/> uses planning skills with a high degree of effectiveness
•use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> uses processing skills with a high degree of effectiveness
•use of creative/critical thinking processes	<input type="checkbox"/> uses creative/critical thinking processes with limited effectiveness	<input type="checkbox"/> uses creative/critical thinking processes some effectiveness	<input type="checkbox"/> uses creative/critical thinking processes with considerable effectiveness	<input type="checkbox"/> uses creative/critical thinking processes with a high degree of effectiveness
<b>Communication</b> • expression and organization of ideas and information  • communication for different audiences and purposes	<input type="checkbox"/> expresses and organizes ideas and information with limited effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with some effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with some effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with considerable effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with a high degree of effectiveness  <input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness
• use of conventions, vocabulary, and terminology of the discipline	<input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness
<b>Application</b> • use and transfer of knowledge and skills	<input type="checkbox"/> uses and transfers knowledge and skills with limited effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with some effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with considerable effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with a high degree of effectiveness

## Writing in Role

Student's name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>characters' motivations, attitudes, and relationships</li> </ul>	<input type="checkbox"/> limited believability of characters within the context of the role	<input type="checkbox"/> some believability of characters within the context of the role	<input type="checkbox"/> considerable believability of characters within the context of the role	<input type="checkbox"/> thorough believability of characters within the context of the role
<b>Thinking</b> <ul style="list-style-type: none"> <li>use of creative thinking processes</li> </ul>	<input type="checkbox"/> uses creative thinking skills in developing events and characters with limited effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters with some effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters very effectively
<b>Communication</b> <ul style="list-style-type: none"> <li>sense of audience and purpose (style, voice, and point of view)</li> <li>expression and organization of ideas (clear beginning, middle, and end)</li> <li>language conventions and vocabulary</li> </ul>	<input type="checkbox"/> communicates sense of different characters and roles with limited effectiveness <input type="checkbox"/> organizes and expresses ideas with limited effectiveness <input type="checkbox"/> uses conventions and vocabulary with limited effectiveness	<input type="checkbox"/> communicates sense of different characters and roles with some effectiveness <input type="checkbox"/> organizes and expresses ideas with some effectiveness <input type="checkbox"/> uses conventions and vocabulary with some effectiveness	<input type="checkbox"/> communicates sense of different characters and roles with considerable effectiveness <input type="checkbox"/> organizes and expresses ideas with considerable effectiveness <input type="checkbox"/> uses conventions and vocabulary with considerable effectiveness	<input type="checkbox"/> communicates sense of different characters and roles very effectively <input type="checkbox"/> organizes and expresses ideas highly effectively <input type="checkbox"/> uses conventions and vocabulary very effectively
<b>Application</b> <ul style="list-style-type: none"> <li>use and transfer of knowledge and skills</li> </ul>	<input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> uses and transfers skills with considerable effectiveness	<input type="checkbox"/> uses and transfers skills with a high degree of effectiveness

## Writing a Summary

Student's name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> <ul style="list-style-type: none"> <li>• knowledge of content (use of main and supporting ideas)</li> <li>• understanding of content (accuracy)</li> </ul>	<input type="checkbox"/> includes few main and supporting ideas  <input type="checkbox"/> summarizes information with limited accuracy	<input type="checkbox"/> includes some main and supporting ideas  <input type="checkbox"/> summarizes information with some accuracy	<input type="checkbox"/> includes most main and supporting ideas  <input type="checkbox"/> summarizes information with considerable accuracy and effectiveness	<input type="checkbox"/> includes all or almost all main and supporting ideas  <input type="checkbox"/> summarizes information accurately and effectively
<b>Thinking</b> <ul style="list-style-type: none"> <li>• critical thinking skills (distinguishing between main and supporting ideas)</li> </ul>	<input type="checkbox"/> distinguishes between main and supporting ideas with limited effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with some effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with considerable effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with a high degree of effectiveness
<b>Communication</b> <ul style="list-style-type: none"> <li>• controlling idea</li> <li>• clarity and accuracy of language use and conventions</li> <li>• organization and expression of ideas</li> </ul>	<input type="checkbox"/> controlling idea established with limited effectiveness  <input type="checkbox"/> uses clear and accurate language to a limited degree  <input type="checkbox"/> organizes and expresses ideas in summary with limited effectiveness	<input type="checkbox"/> controlling idea established with some effectiveness  <input type="checkbox"/> uses clear and accurate language to some degree  <input type="checkbox"/> organizes and expresses ideas in summary with some effectiveness	<input type="checkbox"/> controlling idea established with considerable effectiveness  <input type="checkbox"/> uses clear and accurate language to a considerable degree  <input type="checkbox"/> organizes and expresses ideas in summary with considerable effectiveness	<input type="checkbox"/> controlling idea established with a high degree of effectiveness  <input type="checkbox"/> uses clear and accurate language to a high degree  <input type="checkbox"/> organizes and expresses ideas in summary with a high degree of effectiveness
<b>Application</b> <ul style="list-style-type: none"> <li>• use and transfer of knowledge and skills</li> </ul>	<input type="checkbox"/> shows limited knowledge and transfer of summary writing skills	<input type="checkbox"/> shows some knowledge and transfer of summary writing skills	<input type="checkbox"/> shows considerable knowledge and transfer of summary writing skills	<input type="checkbox"/> uses summary writing skills with a high degree of accuracy and effectiveness