**Assessment Criteria (Passing grade 11)**

**Criterion A: Knowledge**

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| **Achievement**  **level** | **Level descriptor** | **Task Specific Rubric** |
| 0 | The student does not reach a standard described by any of the descriptors given below. | The student does not reach a standard described by any of the descriptors given below. |
| 1-2 | The use of terminology is inconsistent or incorrect. Facts and examples are either absent, or those used are irrelevant or do not show understanding. The student provides descriptions that are inaccurate or that have insufficient detail; explanations are absent or superficial. | * No/ only 1 key concept terminology is used correctly * No facts nor examples, or there is invalid ones * Description is either inaccurate or lack of detail * Explanation at superficial level at the max |
| 3–4 | The use of terminology is mostly accurate and usually appropriate, though some errors remain. Facts and examples used are mostly relevant, and usually show understanding. The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial. | * At least half of key concepts used are accurate & usually appropriate * Most facts or examples are relevant * Basic details needs further information * Adequate yet superficial information |
| 5–6 | Terminology is used accurately and appropriately. Relevant facts and examples are used to show understanding. The student provides accurate descriptions; explanations are adequate but not well developed. | * All key concepts are used accurately and appropriately * Facts & examples are valid * Description is accurate * Explanation needs further detail |
| 7–8 | A range of terminology is used accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed. | * All key concepts are used accurately and appropriately * Facts & examples are valid * Description is accurate and detailed * Explanations are developed |

**Criterion B: Organization and presentation**

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| **Achievement level** | **Level descriptor** |  |
| 0 | The student does not reach a standard described by any of the descriptors given below. | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation. | * Information may not be relevant * The structure of work is unclear to the expected format * Presentation is unclear and imprecise * There is evidence in a non MLA format |
| 3-4 | The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions. | * Information is mostly relevant * Some structure and sequence is not always successful * Presentation and expression are occasionally unclear. * There is an attempt to compile resources in MLA format |
| 5–6 | The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions. | * Information is always relevant * Logical and appropriate structure * The content is sequenced logically * Language style is appropriate to the audience * There are at least 3 different kinds of resources and there is in-text citation in MLA format |
| 7–8 | The student communicates information that is always relevant. The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention. | * Information is always relevant * Information is well developed * There is logical sequence * Presentation is clear and effective * Language style is appropriate to audience & purpose * There are at least 3 different kinds of resources which are verified by other resources in MLA format * There are in-text citation in MLA format |

**Criterion C: Personal Engagement**

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| **Achievement level** | **Level descriptor** |  |
| 0 | The student has not reached a standard described by any of the descriptors given below. | The student has not reached a standard described by any of the descriptors given below. |
| 1-2 | The work shows little evidence of any of the required qualities and working behaviours. | * Fails or late to submit work * The work is minimalist, many elements are missing |
| 3-4 | The work is judged to be satisfactory in terms of most of the required qualities and working behaviours. | * Evidence of argumentation, facts and visual aid meet the requirement, only limited |
| 5-6 | The work is judged to be good in terms of most of the required qualities and working behaviours. | * Evidence of argumentation, facts and visual aid are clear and visible |
| 7-8 | The work is judged to be outstanding in terms of the required qualities and working behaviours. | * Evidence of argumentation, facts and visual aid meet the requirement are effective |