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| **Achievement****level**  | **Level descriptor**  |
| 0 | 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. |
| 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. |
| 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. |
| 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. |

A: Knowledge

B: Organization & 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. |
| 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. |
| 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. |
| 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. |
| 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. |

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. |
| 1-2 | The work shows little evidence of any of the required qualities and working behaviours. |
| 3-4 | The work is judged to be satisfactory in terms of most of the required qualities and working behaviours. |
| 5-6 | The work is judged to be good in terms of most of the required qualities and working behaviours. |
| 7-8 | The work is judged to be outstanding in terms of the required qualities and working behaviours. |

Grade 6 Final Project

National Figure

A group of three

Individual Assessment

 Criteria A-c (see the website)

Write a drama script particularly for talk show in which you are performing later time. The talk show will be focusing on the **impact** made by old time heroes to current life. The characters’ involved would be:

1. National hero
2. The current national figure

Checklist (applies to all characters)

* Brief description about the childhood (1 & 3)
* Interesting fact about him/her
* Her/his area of expertise
* Her/his biggest achievement
* Why should we appreciate him/her

Keywords

Hero, impact, contribution, UDHR, appreciation

Working Steps:

1. Be in a group of two
2. Decides the role
3. Write your character’s biography based on the checklist above as research notes

This would include extensive individual research, your work must be originally written from you. You need at least four different resources and all of them must be verified. Plagiarism will be penalized (0 point will be awarded).

1. Write the script based on the collected data

Each character including her/his resources (bibliography) must be typed in different colors