|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion A: Analysing**  At the end of year 5, students should be able to:  i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts  ii. analyse the effects of the creator’s choices on an audience  iii. justify opinions and ideas, using examples, explanations and terminology  iv. evaluate similarities and differences by connecting features across and within genres and texts. | The student **does not** reach a standard described by any of the descriptors below. | i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts  ii. provides **limited** analysis 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. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts. | i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts  ii. provides **adequate** analysis 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. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts. | i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts  ii. **competently** analyses the effects of the creator’s choices on an audience  iii. **sufficiently** justifies opinions and ideas with examples and explanations;  uses accurate terminology  iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts. | i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts  ii. **perceptively** analyses 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** by making **extensive** connections in features across and within genres and texts. |  |
| **COMMENTS:** |  | | | | | |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion B: Organizing**  At the end of year 5, students should be able to:  i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner  iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. | The student **does not** reach a standard described by any of the descriptors below. | 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. | 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. | 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. | i. makes **sophisticated** use of organizational structures that serve the  context and intention **effectively**  ii. **effectively** organizes opinions and ideas in a **sustained**, **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. |  |
| **COMMENTS:** |  | | | | | |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion C: Producing text**  At the end of year 5, students should be able to:  i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process  ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  iii. select relevant details and examples to develop ideas. | The student **does not** reach a standard described by any of the descriptors below. | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity and **minimal** exploration of and critical reflection on 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. | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity and **some** exploration of and critical reflection on 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. | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity and **substantial** exploration of and critical reflection on 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. | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and **perceptive** exploration of and critical reflection on new perspectives and ideas  ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  iii. selects **extensive** relevant details and examples to develop ideas with **precision**. |  |
| **COMMENTS:** |  | | | | | |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **grade** |
| **Criterion D: Using language**  At the end of year 5, students should be able to:  i. use appropriate and varied vocabulary, sentence structures and forms of expression  ii. write and speak in a register and style that serve the context and intention  iii. use correct grammar, syntax and punctuation  iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy  v. use appropriate non-verbal communication techniques. | 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  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. | 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. | 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. | The student:  i. **effectively** uses a 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. |  |
| **COMMENTS:** |  | | | | | |