**Criterion A: Analysing Character Challenge Paragraph Rubric**

|  |  |  |
| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **No examples, analysis or quotes** |
| 1-2 | The student:  rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, | **Has very few examples. The examples are summarized, but not analyzed. No Direct quotations** |
| 3-4 | The student:   1. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, | **Has some examples but they are summarized rather than analyzed. There is a direct quotation, but it is not analyzed.** |
| 5-6 | The student:   1. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, | **Has multiple examples of challenges and how they cope. Examples are analyzed. Direct quotations are integrated with few mistakes** |
| 7-8 | The student:   1. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, | **Has multiple examples of challenges and how they cope. Examples are analyzed in a sophisticated way. Direct quotations are integrated properly** |

**Criterion B: Organizing**

|  |  |  |
| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Too short to be a proper paragraph** |
| 1-2 | The student:   1. makes minimal use of organizational structures though these may not always serve the context and intention, | **Missing elements of an organized paragraph such as a clear topic sentence, transition words, and/or a conclusion** |
| 3-4 | The student:   1. makes adequate use of organizational structures that serve the context and intention, | **-write a mostly organized paragraph with a topic sentence and a conclusion, but may have a generic topic sentence/conclusion**  **-May not have a hook and/or summary or transition words** |
| 5-6 | The student:   1. makes competent use of organizational structures that serve the context and intention, | **-use all elements of the hamburger model. May be slightly formulaic** |
| 7-8 | The student:   1. makes sophisticated use of organizational structures that serve the context and intention effectively, | **-uses all elements of the hamburger model in a sophisticated way** |

**Criterion D: Using Language**

|  |  |  |
| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Unintelligible.** |
| 1-2 | The student:   1. uses grammar, syntax and punctuation with limited accuracy; makes errors that often hinder communication, | **Multiple mistakes that impeded meaning** |
| 3-4 | The student:   1. uses grammar, syntax and punctuation with some degree of accuracy; makes errors that sometimes hinder communication, | **Noticeable mistakes, but they do not impede meaning** |
| 5-6 | The student:   1. uses grammar, syntax and punctuation with a considerable degree of accuracy; makes errors that do not hinder effective communication, | **Few mistakes. Appears to be carefully proofread** |
| 7-8 | The student:   1. uses grammar, syntax and punctuation with a high degree of accuracy; makes errors that are minor and communication is effective, | **Mistakes only in challenging sentences or words. Carefully proofread** |