**Criterion C: Producing Text Classmate Interview**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student produces texts that:1. 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,
2. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience,
3. Selects few relevant details and examples to develop ideas.
 | **-Introductory sentence is missing or ineffective****-Transition words are seldom used or used incorrectly** **-Conclusion is missing or ineffective****-Grammar/spelling has many mistakes and at times is hard to understand****-ideas are not developed** |
| 3-4 | The student produces texts that: 1. 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,
2. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience,
3. selects some relevant details and examples to develop ideas.
 | **-Introductory sentence is competent but lacks flair.****-Transition words are present but lack flair****-Conclusion is present but lacks flair and creativity** **-Grammar/spelling is competent, but at times there is noticeable errors****-ideas have minimal development** |
| 5-6 | The student produces texts that:1. 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,
2. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
3. selects sufficient relevant details and examples to develop ideas.
 | **-Introductory sentence is well chosen** **-Transition words are appropriately chosen the interview. May utilize one incorrectly** **-Conclusion is interesting** **-Grammar/Spelling contains only small infrequent errors.** **-Ideas are developed with specific examples and explantions** |
| 7-8 | The student produces texts that:1. 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,
2. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
3. selects extensive relevant details and examples to develop ideas with precision.
 | **-Introductory sentence is well chosen and effective in persuading the reader to continue.****-Transition words are appropriately chosen and enhance readability of the interview****-Conclusion is interesting and an excellent end to the paragraph****-Composition appears to be carefully proofread and contain minimal errors****-ideas are fully developed with multiple examples and explanations** |

**Mark out of: /8 Mark in my-ed: /10** Percentage: