**Creative Lit Circle Role Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Criterion A: Analysing**

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| **Level** | **Level Descriptor** | Task-Specific Clarification |
| 1-2 | The student:   1. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, | **Role is incomplete, off topic or inaccurate.**  **Uses few, if any, examples or quotes to support**  **Rushed and inadequate**  **Many mistakes in spelling or grammar** |
| 3-4 | The student:   1. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, | **Role is mostly complete but lacks enough examples to be in-depth or thorough**  **May be complete, but a bit rushed**  **May be complete, but only concerned with the beginning of the novel**  **May not use terms to support ideas, but does use examples and/or quotes**  **May have some mistakes in conventions (spelling/grammar) that could have been caught with proofreading** |
| 5-6 | The student:   1. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, | **Role is carefully done and complete, (all sections filled in), thoughtful, in-depth, meaningful and well supported with quotes and examples**  **-uses at least one term like “Theme” “Character”, “symbol” or any other literary terms that are applicable.**  **-Should show a complete reading of the required section**  **-conventions (spelling/grammar) are mostly accurate (with 1-2 exceptions)** |
| 7-8 | The student:   1. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, | **Role is carefully done and complete, (all sections filled in), thoughtful, in-depth, meaningful and well supported with quotes and examples**  **-quotes are properly cited**  **-uses a variety of terminology like “Theme” “Character”, “symbol” or any other literary terms that are applicable.**  **-Should show a complete reading of the required section**  **Conventions (spelling/grammar) show evidence of a careful proofreading** |

**Criterion C: Producing Text**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 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, | This creative role shows a lack of engagement with the reading. The creative choices made in the assignment are difficult to link to important aspects of the novel. The work is incomplete or is missing key elements. There is little or no evidence of an effort to connect to new ideas or perspectives from the story. |
| 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, | This creative role shows engagement with the reading. The creative choices made in the assignment could be more clearly linked to important aspects of the novel. The work is completed, but more  attention to detail could make the work stronger and more polished. There is some evidence that the story has given you new ideas and perspectives. |
| 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, | This creative role shows thoughtful engagement with the reading. The creative choices made in the assignment can be clearly linked to important aspects of the novel. The work is done carefully; it is thorough, unique, and demonstrates meaningful ideas and perspectives you gained from the story. |
| 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, | This creative role shows focused and thoughtful engagement with the reading. Creative choices in the assignment are explicitly linked to aspects of the novel in a sophisticated way. Work is done carefully so that it is free from errors and polished. The work demonstrates critical thinking and meaningful connections to new ideas and perspectives you gained from the story. |

**Criterion D: Using Language**

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| **Level** | **Level Descriptor** | **Comments** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. writes and speaks in an inappropriate register and style that do not serve the context and intention, 2. makes limited and/or inappropriate use of non-verbal communication techniques. | **-not always engaged in the discussion**  **-Role or reading is incomplete and student does not try to contribute to the discussion, or does so only briefly**  **-distracted or off topic multiple times**  **-may not be respectful and courteous of others**  **-Reads role and then does not participate again** |
| 3-4 | The student:   1. sometimes writes and speaks in a register and style that serve the context and intention, 2. makes some use of appropriate non-verbal communication techniques. | **-student is mostly actively engaged in the discussion (whole body listening, asks questions, comments, connects)**  **-may be distracted briefly no more than once by anything during the discussion**  **-with the exception of one brief time, is on topic the entire discussion**  **-respectful and courteous of others**  **- mostly sticks to the role for their contribution to the discussion. Does not participate much outside of their role**  **-prepared for the discussion (reading and role complete or if one is not quite done, student still contributes to the discussion throughout the expected time)** |
| 5-6 | The student:   1. writes and speaks competently in a register and style that serve the context and intention, 2. makes sufficient use of appropriate non-verbal communication techniques. | **-student is actively engaged in the discussion (whole body listening, asks questions, comments, connects, contributes to the discussion in some way)**  **-never distracted by anything during the discussion**  **-on topic the entire discussion**  **-respectful and courteous of others**  **-uses role as a guideline to promote discussion (doesn’t just read their role and move on to the next person)**  **-prepared for the discussion (reading and role complete)** |
| 7-8 | The student:   1. writes and speaks in a consistently appropriate register and style that serve the context and intention, 2. makes effective use of appropriate non-verbal communication techniques. | **-student is actively engaged in the discussion (whole body listening, asks questions, comments, connects, makes thoughtful and in-depth contributions to the discussion)**  **-never distracted by anything during the discussion**  **-on topic the entire discussion**  **-respectful and courteous of others**  **-encourages others to speak**  **-uses role as a guideline to promote discussion (doesn’t just read their role and move on to the next person)**  **-prepared for the discussion (reading and role complete)** |

Directions: Please circle or highlight above what you believe fits your assignment, and then give yourself a mark out of 8. Please hand in this sheet AND your role**.**

**Student assessment: /8 Teacher /8**