**Criterion A: Analysing Thomas King Paragraph**

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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:   1. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts,   iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, | **- Brief analysis that is missing key details, examples, or explanations.**  **- Examples are not suited to the thesis or are missing.** |
| 3-4 | The student:   1. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts,   iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, | **- Briefly analyzes how your examples prove your thesis, but it could use more details and explanations to make your analysis clear.**  **- Gives some examples to prove your point.** |
| 5-6 | The student:   1. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts,   iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, | **- Analyzes how your examples prove your thesis statement in a clear and thorough way**  **-gives specific examples to prove your point** |
| 7-8 | The student:   1. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,   iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, | **- Analyzes in a sophisticated way how your examples prove your thesis statement**  **- Gives multiple examples, often subtle, of points that prove your thesis** |

**Criterion B: Organizing**

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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:   1. makes minimal use of organizational structures though these may not always serve the context and intention, | **This paragraph is missing key portions. This makes the ideas unclear and disjointed.** |
| 3-4 | The student:   1. makes adequate use of organizational structures that serve the context and intention, | **This paragraph has some of the “burger” components, although some important aspects are missing which affects how clear the ideas are and how they fit together.** |
| 5-6 | The student:   1. makes competent use of organizational structures that serve the context and intention, | **This paragraph has most of the “burger” components, the ideas are clear and build on each other in a way that makes sense.** |
| 7-8 | The student:   1. makes sophisticated use of organizational structures that serve the context and intention effectively, | **This paragraph has all necessary “burger” components, the writing sounds natural, and the ideas flow together seamlessly. *(hook, summary, thesis, proof = examples & explanations, conclusion)*** |

**Good Work on**

