**Language and Literature – MYP Year 1 Rubric**

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| **Level** | **Criterion A:**  **Analysing** | **Criterion B:**  **Organizing** | **Criterion C:**  **Producing Text** | **Criterion D:**  **Using Language** |
| **0** | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. |
| **1-2** | The student: | The student: | The student: | The student: |
| i. provides **minimal** identification and comment upon significant aspects of texts | i. makes **minimal** use of organizational structures, though these may not always serve the context and intention | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas | i. uses a **limited** range of appropriate vocabulary and forms of expression |
| ii. provides **minimal** identification and comment upon the creator’s choices | ii. organizes opinions and ideas with a **minimal degree of logic** | ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience | ii. writes and speaks in an **inappropriate** register and style that do not serve the context and intention |
| iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology | 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 | iii. selects **few** relevant details and examples to support ideas | iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication |
| iv. **identifies few** similarities and differences in features **within and between texts** | iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication |
| v. makes **limited and/or inappropriate** use of non-verbal communication techniques |
| **3-4** | The student: | The student: | The student: | The student: |
| i. provides **adequate** identification and comment upon significant aspects of texts | i. makes **adequate** use of organization structures that serve the context and intention | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought or imagination and **some** exploration of new perspectives and ideas | i. uses an **adequate** range of appropriate vocabulary and forms of expression |
| ii. provides **adequate** identification and comment upon the creator’s choices | ii. organizes opinions and ideas with **some degree of logic** | ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience | ii. **sometimes** writes and speaks in a register and style that serve the context and intention |
| iii. justifies opinions and ideas with **some** examples or explanations, though this may not be consistent; uses **some** terminology | iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention | iii. selects **some** relevant details and examples to support ideas | iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication |
| iv. **identifies some** similarities and differences in features **within and between texts** | iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication |
| v. makes **some** use of appropriate non-verbal communication techniques |
| **5-6** | The student: | The student: | The student: | The student: |
| i. provides **substantial** identification and comment upon significant aspects of texts | i. makes **competent** use of organizational structures that serve the context and intention | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates a **considerable** degree of thought or imagination and **substantial** exploration of new perspectives and ideas | i. uses a **varied** range of appropriate vocabulary and forms of expression **competently** |
| ii. provides **substantial** identification and comment upon the creator’s choices | ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other | ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience | ii. writes and speaks **competently** in a register and style that serve the context and intention |
| iii. **sufficiently** justifies opinions and ideas with examples or explanations; uses accurate terminology | iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention | iii. selects **sufficient** relevant details and examples to support ideas | iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **often hinder** communication |
| iv. **identifies few** similarities and differences in features across and **within and between texts** | iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** communication |
| v. makes **sufficient** use of appropriate non-verbal communication techniques |
| **7-8** | The student: | The student: | The student: | The student: |
| i. provides **perceptive** identification and comment upon significant aspects of texts | i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high** **degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas | i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression |
| ii. provides **perceptive** identification and comment upon the creator’s choices | ii. **effectively** organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way | ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience | ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention |
| iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology | iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style | iii. selects **extensive** relevant details and examples to support ideas | iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** |
| iv. **compares and contrasts** features **within and between texts** | 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 |