

7th and 8th Grade Language A (English) Rubrics

Criterion A: Content Maximum 4

Using critical thinking skills and creative writing students demonstrate their awareness the function of language. Students will demonstrate their understanding of the works studied and respond to text through a wide variety of tasks. Tasks may include an effective response to literature, examinations, projects, oral presentations, or the creation of an original piece of work, etc.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below
1	Understanding not clear Lacks understanding of topic or theme Examples limited, lacks detail, lacks support non-imaginative Lacks author's intention No awareness of the techniques
2	Limited understanding Relevant aspects of the topic or theme limited Little detail, examples present but limited support concrete presentation Demonstrates the author's awareness or intention, but fails to apply these outside the given text Limited awareness of the techniques
3	Sufficient understanding of the topic or theme Adequate detail and support Imagination and sensitivity reflected in creative pieces Demonstrates an awareness of the author's intention Sufficient use and awareness of the techniques
4	Good understanding of the topic or theme Substantial detail and support Creative pieces are reflective in imagination and sensitive Demonstrates a sophisticated analysis and/or response to literature Good appreciation of the author's intention and techniques

Criterion B: Organization
Maximum 4

Students demonstrate their ability to express ideas with clarity and coherence through the structure of their arguments. Students must present arguments in a logical matter and support these arguments with relevant examples.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below
1	Work disorganized and confusing Arguments not logical Paragraph structure and transitions missing When devices are required, no attention is paid to critical tools
2	Beginning and basic organization Lack of significant logical order Paragraphs and transitions are weak When devices are required, little attention is paid to critical tools
3	Sufficient organization, clear and coherent arguments presented in a logical manner Paragraphs are structured and transitions are apparent When devices are required some attention is paid to critical tools
4	Well organized, clear and coherent arguments are presented in a logical manner Paragraphs structure and transitions help develop ideas. When devices are required sufficient attention is paid to critical tools

Criterion C: Style and Language Usage
Maximum 4

Students demonstrate their ability to effectively use language for a variety of purposes, including description, analysis and persuasion. Appropriate voice and language should be chosen, according to intention and audience.

Level of Achievement	Descriptors
0	The student does not reach a standard described by any of the descriptors given below
1	Use of vocabulary is limited and inappropriate Very frequent errors in spelling, punctuation, pronunciation and syntax- communication is hindered. Little attempt has been made to use a suitable voice No awareness of the audience
2	Use of vocabulary is limited and sometimes appropriate Vocabulary and sentence structure is somewhat varied Frequent errors in spelling, pronunciation, punctuation and syntax-communication is hindered Attempts to use a suitable voice
3	Use of vocabulary is generally varied and appropriate Some errors in spelling, pronunciation and syntax-communication is sometimes hindered Uses a suitable voice
4	Vocabulary is appropriate and varied Occasional errors in spelling, pronunciation, punctuation, and syntax communication is not hindered Consistent voice is used and is suitable to the intention of the audience