

Advertisement**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of content (concepts, ideas, opinions, information)	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows insightful knowledge and understanding of content
Thinking • use of creative thinking skills (features of advertisement) • use of critical thinking skills (analysis of target audience)	<input type="checkbox"/> uses creative thinking skills with limited effectiveness <input type="checkbox"/> uses critical thinking skills with limited effectiveness	<input type="checkbox"/> uses creative thinking skills with some effectiveness <input type="checkbox"/> uses critical thinking skills with some effectiveness	<input type="checkbox"/> uses creative thinking skills with considerable effectiveness <input type="checkbox"/> uses critical thinking skills with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills with a high degree of effectiveness <input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness
Communication • sense of audience and purpose • use of media conventions and design techniques (text and visuals) • use of language conventions and vocabulary	<input type="checkbox"/> has limited sense of audience and purpose of advertisement <input type="checkbox"/> uses media conventions and design techniques with limited effectiveness <input type="checkbox"/> language use shows limited understanding of target audience and purpose	<input type="checkbox"/> has some sense of audience and purpose in advertisement <input type="checkbox"/> uses media conventions and design techniques with some effectiveness <input type="checkbox"/> language use shows some understanding of target audience and purpose	<input type="checkbox"/> has clear sense of audience and purpose in advertisement <input type="checkbox"/> uses media conventions and design techniques with considerable effectiveness <input type="checkbox"/> language use is appropriate for target audience and purpose	<input type="checkbox"/> has strong sense of audience and purpose in advertisement <input type="checkbox"/> uses media conventions and design techniques skilfully and very effectively <input type="checkbox"/> language is used skilfully and very appropriately for target audience and purpose
Application • use and transfer of skills in design and presentation of media items	<input type="checkbox"/> shows limited command of media design and presentation skills	<input type="checkbox"/> shows some command of media design and presentation skills	<input type="checkbox"/> shows considerable command of media design and presentation skills	<input type="checkbox"/> shows strong command of media design and presentation skills

Analytical Essay

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of content and form of an analytical essay	<input type="checkbox"/> demonstrates limited knowledge and understanding of content and form	<input type="checkbox"/> demonstrates some knowledge and understanding of content and form	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content and form	<input type="checkbox"/> demonstrates insightful knowledge and understanding of content and form
Thinking • use of planning skills (development of thesis statement) • critical thinking skills (development of ideas) • use of processing skills (use of evidence and examples)	<input type="checkbox"/> presents a thesis statement limited in effectiveness <input type="checkbox"/> develops ideas with limited logic, objectivity, and coherence <input type="checkbox"/> incorporates limited relevant evidence and examples	<input type="checkbox"/> presents a thesis statement with some effectiveness <input type="checkbox"/> develops ideas with some logic, objectivity, and coherence <input type="checkbox"/> incorporates some well-chosen, relevant evidence and examples	<input type="checkbox"/> presents an effective, focused thesis statement <input type="checkbox"/> develops arguments carefully and logically <input type="checkbox"/> incorporates considerable well-chosen, relevant evidence and examples	<input type="checkbox"/> presents a highly effective, insightful thesis statement <input type="checkbox"/> develops ideas with a high degree of logic, objectivity, and coherence <input type="checkbox"/> incorporates highly effective, well-chosen, and relevant evidence and examples
Communication • expression and organization of ideas and information • sense of audience and purpose/style and voice (appropriate for an analytical essay) • language conventions	<input type="checkbox"/> shows limited command of expression and organization of ideas and information <input type="checkbox"/> shows limited sense of audience and purpose; has limited command of style and voice <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with limited accuracy and effectiveness	<input type="checkbox"/> shows some command of expression and organization of ideas and information <input type="checkbox"/> shows some sense of audience and purpose; has some command of style and voice <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with some accuracy and effectiveness	<input type="checkbox"/> shows considerable command of expression and organization of ideas and information <input type="checkbox"/> shows considerable sense of audience and purpose; has considerable command of style and voice <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with considerable accuracy and effectiveness	<input type="checkbox"/> shows extensive command of expression and organization of ideas and information <input type="checkbox"/> shows extensive sense of audience and purpose; has a strong command of style and voice <input type="checkbox"/> applies grammar, spelling, punctuation, and usage with a high degree of accuracy and effectiveness
Application • use and transfer of analytical essay writing knowledge and skills	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with limited accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with some accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with considerable accuracy and effectiveness	<input type="checkbox"/> uses and transfers analytical essay writing knowledge and skills with a high degree of accuracy and effectiveness

Dramatic Monologue**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none">• character's points of view, motivations, and attitudes (believability)	<input type="checkbox"/> shows limited knowledge and understanding of character	<input type="checkbox"/> shows some knowledge and understanding of character	<input type="checkbox"/> shows considerable knowledge and understanding of character	<input type="checkbox"/> shows insightful knowledge and understanding of character
Thinking <ul style="list-style-type: none">• use of creative thinking processes (voice, insight into character)	<input type="checkbox"/> uses creative thinking process in developing character with limited effectiveness	<input type="checkbox"/> uses creative thinking process in developing character with some effectiveness	<input type="checkbox"/> uses creative thinking process in developing character with considerable effectiveness	<input type="checkbox"/> uses creative thinking process in developing character very effectively
Communication <ul style="list-style-type: none">• expression and organization of ideas (beginning, middle, end)• use of appropriate character voice, body language, style, and point of view	<input type="checkbox"/> structure shows limited logic, coherence, and consistency <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with limited effectiveness	<input type="checkbox"/> structure shows some logic, coherence, and consistency <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with some effectiveness	<input type="checkbox"/> structure is logical, coherent, and consistent <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with considerable effectiveness	<input type="checkbox"/> structure shows a high degree of logic, coherence, and consistency <input type="checkbox"/> uses appropriate character voice, body language, style, and point of view with a high degree of effectiveness
Application <ul style="list-style-type: none">• use and transfer of oral language skills	<input type="checkbox"/> uses and transfers oral language skills with limited effectiveness	<input type="checkbox"/> uses and transfers oral language skills with some effectiveness	<input type="checkbox"/> uses and transfers oral language skills with considerable effectiveness	<input type="checkbox"/> uses and transfers oral language skills with a high degree of effectiveness

Formal Debate

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of content (concepts, ideas, opinions, relationships); quality of research	<input type="checkbox"/> demonstrates limited knowledge and understanding of content	<input type="checkbox"/> demonstrates some knowledge and understanding of content	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content	<input type="checkbox"/> demonstrates insightful knowledge and understanding of content
Thinking • use of planning skills (e.g., gathering/organizing information, focusing research); resolution • use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) • questioning and response to questions	<input type="checkbox"/> uses planning skills with limited effectiveness (interpretation of resolution weak) <input type="checkbox"/> uses processing skills in developing arguments with limited effectiveness <input type="checkbox"/> shows limited skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills with some effectiveness (some skill in interpretation of resolution) <input type="checkbox"/> uses processing skills in developing arguments with some effectiveness <input type="checkbox"/> shows some skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills with considerable effectiveness (clear interpretation of resolution) <input type="checkbox"/> uses processing skills in developing arguments with considerable effectiveness <input type="checkbox"/> shows considerable skill and confidence in questioning and responding to questions	<input type="checkbox"/> uses planning skills very effectively (insightful interpretation of resolution) <input type="checkbox"/> uses processing skills in developing arguments very effectively <input type="checkbox"/> shows thorough confidence and skill in questioning and responding to questions
Communication • expression and organization of ideas and information • communication for specific audience and purpose (use of rhetorical devices; following rules and conventions of debating)	<input type="checkbox"/> expresses and organizes ideas with limited logic and effectiveness <input type="checkbox"/> communicates for specific audience and purpose with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas with some logic and effectiveness <input type="checkbox"/> communicates for specific audience and purpose with some effectiveness	<input type="checkbox"/> expresses and organizes ideas with considerable logic and effectiveness <input type="checkbox"/> communicates for specific audience and purpose with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas with clear logic and effectiveness <input type="checkbox"/> communicates for specific audience and purpose very effectively
Application • use and transfer of debating skills	<input type="checkbox"/> shows limited command of debating skills	<input type="checkbox"/> shows some command of debating skills	<input type="checkbox"/> shows considerable command of debating skills	<input type="checkbox"/> shows strong command of debating skills

Journal Reflection

Student's Name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of the content (ideas, issues, themes, opinions, information) of the work	<input type="checkbox"/> shows limited knowledge and understanding of the content of the work	<input type="checkbox"/> shows some knowledge and understanding of the content of the work	<input type="checkbox"/> shows considerable knowledge and understanding of the content of the work	<input type="checkbox"/> shows insightful knowledge and understanding of the content of the work
Thinking • critical thinking skills (analysis) • use of evidence (including quotations and examples)	<input type="checkbox"/> uses critical thinking skills with limited effectiveness <input type="checkbox"/> uses limited specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with some effectiveness <input type="checkbox"/> uses some specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness <input type="checkbox"/> uses considerable specific and accurate detail to support and illustrate ideas and opinions	<input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness <input type="checkbox"/> uses extensive specific and accurate detail to support and illustrate ideas and opinions
Communication • expression and organization of ideas • use of conventions, vocabulary, and terminology	<input type="checkbox"/> expresses and organizes ideas with limited effectiveness and clarity <input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas with some effectiveness and clarity <input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness and clarity	<input type="checkbox"/> expresses and organizes ideas with considerable effectiveness and clarity <input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness and clarity	<input type="checkbox"/> expresses and organizes ideas with a high degree of effectiveness and clarity <input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness and clarity
Application • making connections within and between contexts • use and transfer of knowledge and skills to new contexts	<input type="checkbox"/> makes few connections <input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> makes some connections <input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> makes effective connections <input type="checkbox"/> uses and transfers skills with considerable effectiveness	<input type="checkbox"/> makes highly effective connections <input type="checkbox"/> uses and transfers skills with a high degree of effectiveness

Media Analysis

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge of content (media messages, issues, and concepts) • understanding of content (media messages, issues, and concepts)	<input type="checkbox"/> demonstrates limited knowledge of content <input type="checkbox"/> demonstrates limited understanding of content	<input type="checkbox"/> demonstrates some knowledge of content <input type="checkbox"/> demonstrates some understanding of content	<input type="checkbox"/> demonstrates considerable knowledge of content <input type="checkbox"/> demonstrates considerable understanding of content	<input type="checkbox"/> demonstrates thorough knowledge of content <input type="checkbox"/> demonstrates thorough understanding of content
Thinking • use of critical thinking skills (implicit messages, motives, and biases) • analysis of visual elements and rhetorical techniques	<input type="checkbox"/> uses critical thinking skills with limited effectiveness <input type="checkbox"/> analyzes visual elements and rhetorical techniques with limited effectiveness	<input type="checkbox"/> uses critical thinking skills with some effectiveness <input type="checkbox"/> analyzes visual elements and rhetorical techniques with some effectiveness	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness <input type="checkbox"/> analyzes visual elements and rhetorical techniques with considerable effectiveness	<input type="checkbox"/> uses critical thinking skills very effectively <input type="checkbox"/> analyzes visual elements and rhetorical techniques very effectively
Communication • expression and organization of ideas and information	<input type="checkbox"/> communicates ideas and information with limited effectiveness	<input type="checkbox"/> communicates ideas and information with some effectiveness	<input type="checkbox"/> communicates ideas and information with considerable effectiveness	<input type="checkbox"/> communicates ideas and information with a high degree of effectiveness
Application • use and transfer of knowledge and skills of media analysis • making connections within and between various contexts	<input type="checkbox"/> uses and transfers media analysis skills with limited effectiveness <input type="checkbox"/> makes few connections to other works or experiences	<input type="checkbox"/> uses and transfers media analysis skills with some effectiveness <input type="checkbox"/> makes some connections to other works or experiences	<input type="checkbox"/> uses and transfers media analysis skills with considerable effectiveness <input type="checkbox"/> makes considerable connections to other works or experiences	<input type="checkbox"/> uses and transfers media analysis skills with a high degree of effectiveness <input type="checkbox"/> makes effective and connections to other works or experiences

Oral Presentation**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none">content (information, ideas, opinions, and issues)	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows thorough knowledge and understanding of content
Thinking <ul style="list-style-type: none">critical thinking skills (analysis and explanation)use of planning and processing skills (e.g., generating ideas, gathering information, drawing inferences, analyzing, synthesizing, evaluating)	<input type="checkbox"/> uses critical thinking skills with limited effectiveness <input type="checkbox"/> uses planning and processing skills with limited effectiveness	<input type="checkbox"/> uses critical thinking skills with some effectiveness <input type="checkbox"/> uses planning and processing skills with some effectiveness	<input type="checkbox"/> uses critical thinking skills with considerable effectiveness <input type="checkbox"/> uses planning and processing skills with considerable effectiveness	<input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness <input type="checkbox"/> uses planning and processing skills very effectively
Communication <ul style="list-style-type: none">sense of audience and purposerhetorical devicesexpression and organization of ideasuse of language conventions (grammar, sentence structure, usage)	<input type="checkbox"/> shows limited sense of audience and purpose in choice of material <input type="checkbox"/> shows limited use of rhetorical devices <input type="checkbox"/> structure of presentation shows limited organization <input type="checkbox"/> presentation shows limited effective use of language conventions	<input type="checkbox"/> shows some sense of audience and purpose in choice of material <input type="checkbox"/> shows some use of rhetorical devices <input type="checkbox"/> structure of presentation shows some organization <input type="checkbox"/> presentation shows some effective use of language conventions	<input type="checkbox"/> shows considerable sense of audience and purpose in choice of material <input type="checkbox"/> shows considerable use of rhetorical devices <input type="checkbox"/> structure of presentation shows considerable organization <input type="checkbox"/> presentation shows effective use of language conventions	<input type="checkbox"/> shows thorough understanding of audience and purpose in choice of material <input type="checkbox"/> shows highly effective use of rhetorical devices <input type="checkbox"/> structure of presentation is very well organized <input type="checkbox"/> presentation shows very effective and persuasive use of language conventions
Application <ul style="list-style-type: none">use and transfer of oral presentation skills (clarity of voice, manner of presentation)	<input type="checkbox"/> shows limited command of oral presentation skills	<input type="checkbox"/> shows some command of oral presentation skills	<input type="checkbox"/> shows considerable command of oral presentation skills	<input type="checkbox"/> shows strong command of oral presentation skills

Personal Essay

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none">knowledge and understanding of content (information, ideas, concepts)	<input type="checkbox"/> provides limited relevant information and few ideas to develop the topic or experience	<input type="checkbox"/> provides some relevant information and ideas to develop the topic or experience	<input type="checkbox"/> provides sufficient relevant information and ideas to develop the topic or experience	<input type="checkbox"/> provides thorough, well-chosen information and ideas to develop the topic or experience
Thinking <ul style="list-style-type: none">critical thinking skills (development of thesis)use of processing skills (analysis; use of evidence)	<input type="checkbox"/> provides a thesis of limited scope and sophistication <input type="checkbox"/> offers little explanation or analysis of the topic or experience	<input type="checkbox"/> provides a thesis with some scope and sophistication <input type="checkbox"/> offers some explanation and analysis of the topic or experience	<input type="checkbox"/> provides an effective thesis <input type="checkbox"/> offers thoughtful explanation and analysis of the topic or experience	<input type="checkbox"/> provides a highly effective, thought-provoking thesis <input type="checkbox"/> offers very effective explanation and analysis of the topic or experience
Communication <ul style="list-style-type: none">sense of audience and purposeexpression and organization of ideasstyle	<input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness <input type="checkbox"/> expresses and organizes ideas with limited effectiveness <input type="checkbox"/> uses elements of style with limited effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with some effectiveness <input type="checkbox"/> expresses and organizes ideas with some effectiveness <input type="checkbox"/> uses elements of style with some effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness <input type="checkbox"/> expresses and organizes ideas with considerable effectiveness <input type="checkbox"/> uses elements of style with considerable effectiveness	<input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness <input type="checkbox"/> expresses and organizes ideas with a high degree of effectiveness <input type="checkbox"/> uses a highly effective style
• language conventions	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with limited accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with some accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with considerable accuracy and effectiveness	<input type="checkbox"/> applies grammar, spelling, punctuation, and usage with a high degree of accuracy and effectiveness
Application <ul style="list-style-type: none">use and transfer of knowledge and skills	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with limited accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with some accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with considerable accuracy and effectiveness	<input type="checkbox"/> applies knowledge and skills of writing a personal essay with a high degree of accuracy and effectiveness

Persuasive Essay

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of content (e.g., facts, concepts, ideas, issues and relationships among them)	<input type="checkbox"/> demonstrates limited knowledge and understanding of content	<input type="checkbox"/> demonstrates some knowledge and understanding of content	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content	<input type="checkbox"/> demonstrates thorough knowledge and understanding of content
Thinking • critical thinking skills (thesis development) • use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research) • use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> offers a thesis statement of limited effectiveness <input type="checkbox"/> uses planning skills with limited effectiveness <input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> offers a thesis statement of some effectiveness <input type="checkbox"/> uses planning skills with some effectiveness <input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> offers a thesis statement of considerable effectiveness <input type="checkbox"/> uses planning skills with considerable effectiveness <input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> offers a very effective thesis statement <input type="checkbox"/> uses planning skills very effectively <input type="checkbox"/> uses processing skills very effectively
Communication • expression and organization of ideas and information • sense of audience and purpose; use of rhetorical devices (appropriate for a persuasive essay) • use of conventions	<input type="checkbox"/> shows limited command of expression and organization of ideas and information <input type="checkbox"/> shows limited sense of audience and purpose; limited effective use of rhetorical devices <input type="checkbox"/> applies language conventions with limited effectiveness	<input type="checkbox"/> shows some command of expression and organization of ideas and information <input type="checkbox"/> shows some sense of audience and purpose; uses rhetorical devices with some effectiveness <input type="checkbox"/> applies language conventions with some effectiveness	<input type="checkbox"/> shows considerable command of expression and organization of ideas and information <input type="checkbox"/> shows considerable sense of audience and purpose; uses rhetorical devices with considerable effectiveness <input type="checkbox"/> applies language conventions with considerable effectiveness	<input type="checkbox"/> shows extensive command of expression and organization of ideas and information <input type="checkbox"/> shows well-developed sense of audience and purpose; uses rhetorical devices very effectively <input type="checkbox"/> applies language conventions very effectively

Application <ul style="list-style-type: none"> use and transfer of persuasive essay writing knowledge and skills 	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with limited accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with some accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with considerable accuracy and effectiveness	<input type="checkbox"/> uses and transfers essay writing knowledge and skills with a high degree of accuracy and effectiveness
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Persuasive Speech

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of the content (information, ideas, issues)	<input type="checkbox"/> shows limited knowledge and understanding of the content	<input type="checkbox"/> shows some knowledge and understanding of the content	<input type="checkbox"/> shows considerable knowledge and understanding of the content	<input type="checkbox"/> shows thorough and insightful knowledge and understanding of the content
Thinking • use of planning skills (analysis) • use of processing skills (quality of evidence)	<input type="checkbox"/> develops ideas with limited logic and effectiveness <input type="checkbox"/> incorporates limited relevant evidence	<input type="checkbox"/> develops ideas with some logic and effectiveness <input type="checkbox"/> incorporates some relevant evidence	<input type="checkbox"/> develops ideas with considerable logic and effectiveness <input type="checkbox"/> incorporates considerable well-chosen, relevant evidence	<input type="checkbox"/> develops ideas very logically and effectively <input type="checkbox"/> incorporates highly effective, well-chosen, and relevant evidence
Communication • sense of audience and purpose • rhetorical devices • expression and organization of ideas • language conventions and vocabulary	<input type="checkbox"/> choice of material shows limited sense of audience and purpose <input type="checkbox"/> limited effective use of rhetorical devices <input type="checkbox"/> speech shows limited organization and command of the form, including introduction and conclusion <input type="checkbox"/> uses conventions and vocabulary with limited accuracy and effectiveness	<input type="checkbox"/> choice of material shows some sense of audience and purpose <input type="checkbox"/> some effective use of rhetorical devices <input type="checkbox"/> speech shows some organization and command of the form, including clear introduction and conclusion <input type="checkbox"/> uses conventions and vocabulary with some accuracy and effectiveness	<input type="checkbox"/> choice of material shows considerable sense of audience and purpose <input type="checkbox"/> considerable effective use of rhetorical devices <input type="checkbox"/> speech shows considerable organization and command of the form, including appropriate introduction and effective conclusion <input type="checkbox"/> uses conventions and vocabulary with considerable accuracy and effectiveness	<input type="checkbox"/> choice of material shows strong sense of audience and purpose <input type="checkbox"/> highly effective and creative use of rhetorical devices <input type="checkbox"/> speech is well organized and shows a strong command of the form, including an engaging introduction and effective conclusion <input type="checkbox"/> uses conventions and vocabulary with a high degree of accuracy and effectiveness
Application • voice • body language • making connections within and between various contexts	<input type="checkbox"/> voice has limited clarity <input type="checkbox"/> shows limited command of body language <input type="checkbox"/> makes connections within and between various contexts with limited effectiveness	<input type="checkbox"/> voice has some clarity <input type="checkbox"/> shows some command of body language <input type="checkbox"/> makes connections within and between various contexts with some effectiveness	<input type="checkbox"/> voice is clear and appropriate <input type="checkbox"/> shows considerable command of body language <input type="checkbox"/> makes connections within and between various contexts with considerable effectiveness	<input type="checkbox"/> voice is very clear and highly effective <input type="checkbox"/> shows strong command of body language <input type="checkbox"/> makes connections within and between various contexts very effectively

Poster/Visual Presentation**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of the content (information, ideas, concepts, and themes)	<input type="checkbox"/> includes limited appropriate and relevant content on poster	<input type="checkbox"/> includes some appropriate and relevant content on poster	<input type="checkbox"/> includes considerable appropriate and relevant content on poster	<input type="checkbox"/> includes extensive appropriate and relevant content on poster
Thinking • use of creative thinking skills (risk-taking in choice of material) • use of critical thinking processes (analysis of target audience; choice of material)	<input type="checkbox"/> uses creative thinking skills to a limited extent <input type="checkbox"/> uses critical thinking skills with limited effectiveness	<input type="checkbox"/> uses creative thinking skills with some effectiveness <input type="checkbox"/> uses critical thinking skills with some effectiveness	<input type="checkbox"/> makes considerable effective use of creative thinking skills <input type="checkbox"/> uses critical thinking skills with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills with a high degree of effectiveness <input type="checkbox"/> uses critical thinking skills with a high degree of effectiveness
Communication • sense of audience and purpose • command of conventions of form (visual elements in use of images and text; principles of design and presentation)	<input type="checkbox"/> choices show limited sense of audience or purpose <input type="checkbox"/> shows limited command of media conventions	<input type="checkbox"/> choices show some sense of audience and purpose <input type="checkbox"/> shows some command of media conventions	<input type="checkbox"/> choices show considerable sense of audience and purpose <input type="checkbox"/> shows considerable command of media conventions	<input type="checkbox"/> choices show strong sense of audience and purpose <input type="checkbox"/> shows extensive command of media conventions
Application • application and transfer of knowledge and skills	<input type="checkbox"/> shows limited application or transfer of knowledge and skills	<input type="checkbox"/> shows some application and transfer of knowledge and skills	<input type="checkbox"/> shows considerable application and transfer of knowledge and skills	<input type="checkbox"/> shows extensive application and transfer of knowledge and skills

Portfolio**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none"> content (topics, themes, ideas, issues) information and ideas 	<input type="checkbox"/> demonstrates limited understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit <input type="checkbox"/> material included in portfolio shows limited relevant information and ideas to develop chosen content	<input type="checkbox"/> demonstrates some understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit <input type="checkbox"/> material included in portfolio shows some relevant information and ideas to develop chosen content	<input type="checkbox"/> demonstrates considerable understanding and depth of analysis of topics, themes, ideas, and issues introduced in the unit <input type="checkbox"/> material included in portfolio shows considerable relevant information and ideas to develop chosen content	<input type="checkbox"/> demonstrates a high degree of understanding and insightful depth of analysis of topics, themes, ideas, and issues introduced in the unit <input type="checkbox"/> material included in portfolio shows a high degree of relevant information and ideas to develop chosen content
Thinking <ul style="list-style-type: none"> critical analysis/ creative thinking processes use of planning and processing skills in preparation of material in portfolio 	<input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with limited effectiveness <input type="checkbox"/> uses planning and processing skills with limited effectiveness	<input type="checkbox"/> uses skills of critical analysis/creative thinking in dealing with topics, ideas, and issues with some effectiveness <input type="checkbox"/> uses planning and processing skills with some effectiveness	<input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with considerable effectiveness <input type="checkbox"/> uses planning and processing skills with considerable effectiveness	<input type="checkbox"/> uses skills of critical analysis/ creative thinking in dealing with topics, ideas, and issues with a high degree of effectiveness <input type="checkbox"/> uses planning and processing skills with a high degree of effectiveness
Communication <ul style="list-style-type: none"> command of form shown in selections in portfolio sense of audience and purpose in selections chosen for portfolio 	<input type="checkbox"/> selections show limited command of forms used <input type="checkbox"/> selections show limited skill in communicating for different audiences and purposes	<input type="checkbox"/> selections show some command of forms used <input type="checkbox"/> selections show some skill in communicating for different audiences and purposes	<input type="checkbox"/> selections show considerable command of forms used <input type="checkbox"/> selections show clear skill in communicating for different audiences and purposes	<input type="checkbox"/> selections show strong command of forms used <input type="checkbox"/> selections show extensive skill in communicating for different audiences and purposes

<ul style="list-style-type: none"> use of conventions, vocabulary, and terminology of the discipline 	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with limited effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with some effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with considerable effectiveness	<input type="checkbox"/> entries use conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <ul style="list-style-type: none"> use and transfer of knowledge and skills; making connections between ideas, issues, and themes and personal experiences/world outside school 	<input type="checkbox"/> uses and transfers skills with limited effectiveness; makes few relevant connections	<input type="checkbox"/> uses and transfers skills with some effectiveness; makes some relevant connections	<input type="checkbox"/> uses and transfers skills with considerable effectiveness; makes clear, relevant connections	<input type="checkbox"/> uses and transfers skills with a high degree of effectiveness; makes insightful connections

Research Report

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge of content (quality of research) and form of research report	<input type="checkbox"/> demonstrates limited knowledge of content; researched information of limited effectiveness	<input type="checkbox"/> demonstrates some knowledge of content; researched information of some effectiveness	<input type="checkbox"/> demonstrates considerable knowledge of content; researched information of considerable effectiveness	<input type="checkbox"/> demonstrates insightful knowledge of content; researched information highly effective
• understanding of researched information	<input type="checkbox"/> demonstrates limited understanding of research	<input type="checkbox"/> demonstrates some understanding of research	<input type="checkbox"/> demonstrates considerable understanding of research	<input type="checkbox"/> demonstrates clear, insightful understanding of research
Thinking • use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) • use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> report shows limited evidence of planning skills <input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> report shows some evidence of planning skills <input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> report shows considerable evidence of planning skills <input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> report shows a high degree of evidence of effective planning skills <input type="checkbox"/> uses processing skills very effectively
Communication • expression and organization of information • specialized language • use of research report format • language conventions	<input type="checkbox"/> expresses and organizes ideas with limited effectiveness <input type="checkbox"/> uses little relevant, specialized language <input type="checkbox"/> uses research report format with limited effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show limited accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with some effectiveness <input type="checkbox"/> uses some relevant, specialized language <input type="checkbox"/> uses research report format with some effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show some accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with considerable effectiveness <input type="checkbox"/> uses considerable relevant, specialized language <input type="checkbox"/> uses research report format with considerable effectiveness <input type="checkbox"/> usage, word choice, and sentence structure show considerable accuracy and effectiveness	<input type="checkbox"/> expresses and organizes ideas with very effectively <input type="checkbox"/> uses a high degree of relevant, specialized language <input type="checkbox"/> uses research report format very effectively <input type="checkbox"/> usage, word choice, and sentence structure show a high degree of accuracy and effectiveness
Application • use and transfer of knowledge and skills	<input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> uses/transfers skills with considerable effectiveness	<input type="checkbox"/> uses/transfers skills very effectively

Role-Playing**Student's Name** _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding <ul style="list-style-type: none">knowledge of content (characters' points of view, motivations, and attitudes)understanding of content (relationships among the characters)	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with limited effectiveness and believability <input type="checkbox"/> shows limited understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with some effectiveness and believability <input type="checkbox"/> shows some understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character with considerable effectiveness and believability <input type="checkbox"/> shows considerable understanding of relationships among the characters	<input type="checkbox"/> points of view, motivations, and attitudes expressed by the character effectively and with a high degree of believability <input type="checkbox"/> shows insightful understanding of relationships among the characters
Thinking <ul style="list-style-type: none">creative thinking skillsuse of planning and processing skills (generating ideas, organizing information, analyzing, interpreting, synthesizing)	<input type="checkbox"/> role play shows limited creativity <input type="checkbox"/> uses planning and processing skills with limited effectiveness	<input type="checkbox"/> role play shows some creativity <input type="checkbox"/> uses planning and processing skills with some effectiveness	<input type="checkbox"/> role play shows considerable creativity <input type="checkbox"/> uses planning and processing skills with considerable effectiveness	<input type="checkbox"/> role play shows a high degree of creativity <input type="checkbox"/> uses planning and processing skills with a high degree of effectiveness
Communication <ul style="list-style-type: none">sense of audience and purposeexpression and organization of ideasuse of voice and body language to develop character	<input type="checkbox"/> communicates for different audiences with limited effectiveness <input type="checkbox"/> expresses and organizes ideas in role play with limited clarity and logic <input type="checkbox"/> uses voice and body language with limited effectiveness	<input type="checkbox"/> communicates for different audiences with some effectiveness <input type="checkbox"/> expresses and organizes ideas in role play with some clarity and logic <input type="checkbox"/> uses voice and body language with some effectiveness	<input type="checkbox"/> communicates for different audiences with considerable effectiveness <input type="checkbox"/> expresses and organizes ideas in role play with considerable clarity and logic <input type="checkbox"/> uses voice and body language with considerable effectiveness	<input type="checkbox"/> communicates for different audiences with a high degree of effectiveness <input type="checkbox"/> expresses and organizes ideas in role play with a high degree of clarity and logic <input type="checkbox"/> uses voice and body language effectively and engagingly
Application <ul style="list-style-type: none">use and transfer of conventions of role play	<input type="checkbox"/> uses and transfers conventions of role play with limited skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play with some skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play with considerable skill and effectiveness	<input type="checkbox"/> uses and transfers conventions of role play very skilfully and effectively

Generic Activity: _____ Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of content	<input type="checkbox"/> shows limited knowledge and understanding of content	<input type="checkbox"/> shows some knowledge and understanding of content	<input type="checkbox"/> shows considerable knowledge and understanding of content	<input type="checkbox"/> shows insightful knowledge and understanding of content
Thinking • use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research)	<input type="checkbox"/> uses planning skills with limited effectiveness	<input type="checkbox"/> uses planning skills with some effectiveness	<input type="checkbox"/> uses planning skills with considerable effectiveness	<input type="checkbox"/> uses planning skills very effectively
• use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> uses processing skills very effectively
• use of critical/creative thinking processes	<input type="checkbox"/> uses critical/creative thinking processes with limited effectiveness	<input type="checkbox"/> uses critical/creative thinking processes with some effectiveness	<input type="checkbox"/> uses critical/creative thinking processes with considerable effectiveness	<input type="checkbox"/> uses critical/creative thinking processes very effectively
Communication • expression and organization of ideas and information • communication for different audiences and purposes	<input type="checkbox"/> expresses and organizes ideas and information with limited effectiveness <input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with some effectiveness <input type="checkbox"/> communicates for different audiences and purposes with some effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with considerable effectiveness <input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with a high degree of effectiveness <input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness
• use of conventions, vocabulary, and terminology of the discipline	<input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness

Application • use and transfer of knowledge and skills (in familiar contexts and to new contexts)	<input type="checkbox"/> uses and transfers knowledge and skills with limited effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with some effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with considerable effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with a high degree of effectiveness
•making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	<input type="checkbox"/> makes connections within and between contexts with limited effectiveness	<input type="checkbox"/> makes connections within and between contexts with some effectiveness	<input type="checkbox"/> makes connections within and between contexts with considerable effectiveness	<input type="checkbox"/> makes connections within and between contexts with a high degree of effectiveness

Website Analysis

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge and understanding of the content and purpose	<input type="checkbox"/> shows limited knowledge or understanding of the content and purpose	<input type="checkbox"/> shows some knowledge and understanding of the content and purpose	<input type="checkbox"/> shows considerable knowledge and understanding of the content and purpose	<input type="checkbox"/> shows insightful knowledge and understanding of the content and purpose
Thinking • use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research)	<input type="checkbox"/> uses planning skills with limited effectiveness	<input type="checkbox"/> uses planning skills with some effectiveness	<input type="checkbox"/> uses planning skills with considerable effectiveness	<input type="checkbox"/> uses planning skills with a high degree of effectiveness
• use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)	<input type="checkbox"/> uses processing skills with limited effectiveness	<input type="checkbox"/> uses processing skills with some effectiveness	<input type="checkbox"/> uses processing skills with considerable effectiveness	<input type="checkbox"/> uses processing skills with a high degree of effectiveness
• use of creative/critical thinking processes	<input type="checkbox"/> uses creative/critical thinking processes with limited effectiveness	<input type="checkbox"/> uses creative/critical thinking processes with some effectiveness	<input type="checkbox"/> uses creative/critical thinking processes with considerable effectiveness	<input type="checkbox"/> uses creative/critical thinking processes with a high degree of effectiveness
Communication • expression and organization of ideas and information • communication for different audiences and purposes	<input type="checkbox"/> expresses and organizes ideas and information with limited effectiveness <input type="checkbox"/> communicates for different audiences and purposes with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with some effectiveness <input type="checkbox"/> communicates for different audiences and purposes with some effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with considerable effectiveness <input type="checkbox"/> communicates for different audiences and purposes with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with a high degree of effectiveness <input type="checkbox"/> communicates for different audiences and purposes with a high degree of effectiveness
• use of conventions, vocabulary, and terminology of the discipline	<input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness	<input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application • use and transfer of knowledge and skills	<input type="checkbox"/> uses and transfers knowledge and skills with limited effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with some effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with considerable effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with a high degree of effectiveness

Writing in Role

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • characters' motivations, attitudes, and relationships	<input type="checkbox"/> limited believability of characters within the context of the role	<input type="checkbox"/> some believability of characters within the context of the role	<input type="checkbox"/> considerable believability of characters within the context of the role	<input type="checkbox"/> thorough believability of characters within the context of the role
Thinking • use of creative thinking processes	<input type="checkbox"/> uses creative thinking skills in developing events and characters with limited effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters with some effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters with considerable effectiveness	<input type="checkbox"/> uses creative thinking skills in developing events and characters very effectively
Communication • sense of audience and purpose (style, voice, and point of view) • expression and organization of ideas (clear beginning, middle, and end) • language conventions and vocabulary	<input type="checkbox"/> communicates sense of different characters and roles with limited effectiveness <input type="checkbox"/> organizes and expresses ideas with limited effectiveness <input type="checkbox"/> uses conventions and vocabulary with limited effectiveness	<input type="checkbox"/> communicates sense of different characters and roles with some effectiveness <input type="checkbox"/> organizes and expresses ideas with some effectiveness <input type="checkbox"/> uses conventions and vocabulary with some effectiveness	<input type="checkbox"/> communicates sense of different characters and roles with considerable effectiveness <input type="checkbox"/> organizes and expresses ideas with considerable effectiveness <input type="checkbox"/> uses conventions and vocabulary with considerable effectiveness	<input type="checkbox"/> communicates sense of different characters and roles very effectively <input type="checkbox"/> organizes and expresses ideas highly effectively <input type="checkbox"/> uses conventions and vocabulary very effectively
Application • use and transfer of knowledge and skills	<input type="checkbox"/> uses and transfers skills with limited effectiveness	<input type="checkbox"/> uses and transfers skills with some effectiveness	<input type="checkbox"/> uses and transfers skills with considerable effectiveness	<input type="checkbox"/> uses and transfers skills with a high degree of effectiveness

Writing a Summary

Student's name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • knowledge of content (use of main and supporting ideas) • understanding of content (accuracy)	<input type="checkbox"/> includes few main and supporting ideas <input type="checkbox"/> summarizes information with limited accuracy	<input type="checkbox"/> includes some main and supporting ideas <input type="checkbox"/> summarizes information with some accuracy	<input type="checkbox"/> includes most main and supporting ideas <input type="checkbox"/> summarizes information with considerable accuracy and effectiveness	<input type="checkbox"/> includes all or almost all main and supporting ideas <input type="checkbox"/> summarizes information accurately and effectively
Thinking • critical thinking skills (distinguishing between main and supporting ideas)	<input type="checkbox"/> distinguishes between main and supporting ideas with limited effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with some effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with considerable effectiveness	<input type="checkbox"/> distinguishes between main and supporting ideas with a high degree of effectiveness
Communication • controlling idea • clarity and accuracy of language use and conventions • organization and expression of ideas	<input type="checkbox"/> controlling idea established with limited effectiveness <input type="checkbox"/> uses clear and accurate language to a limited degree <input type="checkbox"/> organizes and expresses ideas in summary with limited effectiveness	<input type="checkbox"/> controlling idea established with some effectiveness <input type="checkbox"/> uses clear and accurate language to some degree <input type="checkbox"/> organizes and expresses ideas in summary with some effectiveness	<input type="checkbox"/> controlling idea established with considerable effectiveness <input type="checkbox"/> uses clear and accurate language to a considerable degree <input type="checkbox"/> organizes and expresses ideas in summary with considerable effectiveness	<input type="checkbox"/> controlling idea established with a high degree of effectiveness <input type="checkbox"/> uses clear and accurate language to a high degree <input type="checkbox"/> organizes and expresses ideas in summary with a high degree of effectiveness
Application • use and transfer of knowledge and skills	<input type="checkbox"/> shows limited knowledge and transfer of summary writing skills	<input type="checkbox"/> shows some knowledge and transfer of summary writing skills	<input type="checkbox"/> shows considerable knowledge and transfer of summary writing skills	<input type="checkbox"/> uses summary writing skills with a high degree of accuracy and effectiveness