

Task-Specific Clarification (Aiii, Biii, Ci, Cii, Ciii)

Criterion - Analysis (Aiii)

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.
1-2	Aiii rarely justifies opinions and ideas with examples or explanations; uses little or no terminology	Aiii The student’s response to the written text: <ul style="list-style-type: none"> • provides minimal justification of why he/she has selected the marginalized community to write about in the rationale • Limited use of terminology related to the marginalized community
3-4	Aiii justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology	Aiii The student’s response to the written text: <ul style="list-style-type: none"> • Provides adequate justification of why he/she has selected the marginalized community to write about in the rationale • Adequately uses terminology related to the marginalized community
5-6	Aiii sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology	Aiii The student’s response to the written text: <ul style="list-style-type: none"> • Provides sufficient justification of why he/she has selected the marginalized community to write about in the rationale • sufficient use of terminology related to the marginalized community
7-8	Aiii: selects extensive relevant details and examples to develop ideas with precision.	Aiii The student’s response to the written text: <ul style="list-style-type: none"> • Provides detailed justification of why he/she has selected the marginalized community to write about in the rationale • accurately uses terminology pertaining to the marginalized community.

Criterion B : Organizing (Biii)

	Level Descriptors	Task Specific Clarifications
0	The student: iii.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: 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.	The student: lii. ● includes an alphabetical MLA 8th edition bibliography of all the texts used.
3-4	The student: iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: iii ● includes an alphabetical MLA 8th edition bibliography of all the texts used.
5-6	The student: iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: iii ● includes an alphabetical MLA 8th edition bibliography of all the texts used.
7-8	The student: iii. makes excellent use of referencing and formatting tools to create an effective presentation style.	The student: lii. - includes an alphabetical MLA 8th edition bibliography of all the texts used.

Criterion Ci, Cii, Ciii : Producing Text

	Level Descriptors	Task Specific Clarifications
0	The student: iv. 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: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.	The student: Ci: Product only ● shows minimal exploration of new perspective and ideas surrounding the existing issue ii: ● makes minimal use of linguistic, literary and stylistic devices in the product keeping in mind the text type and audience they are writing for iii. ● selects examples that are irrelevant or limited that support the purpose of the written piece

<p>3-4</p>	<p>The student:</p> <p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>The students:</p> <p>Ci: (Product)</p> <ul style="list-style-type: none"> ● shows adequate exploration of new perspective and ideas surrounding the existing issue <p>ii:</p> <ul style="list-style-type: none"> ● makes adequate use of linguistic, literary and stylistic devices in the product keeping in mind the text type and audience they are writing for <p>iii:</p> <ul style="list-style-type: none"> ● selects some relevant examples that support the purpose of the written piece
<p>5-6</p>	<p>The student:</p> <p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>The student:</p> <p>Ci: (Product)</p> <ul style="list-style-type: none"> ● shows considerable exploration of new perspective and ideas surrounding the existing issue <p>ii:</p> <ul style="list-style-type: none"> ● makes considerable use of linguistic, literary and stylistic devices in the product keeping in mind the text type and audience they are writing for <p>iii:</p> <ul style="list-style-type: none"> ● selects sufficiently relevant examples that support the purpose of the written piece
<p>7-8</p>	<p>The student:</p> <p>i. 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,</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</p>	<p>The students is able to:</p> <p>Ci (Product)</p> <ul style="list-style-type: none"> ● Perceptively explore new perspective and ideas surrounding the existing issue <p>ii:</p> <ul style="list-style-type: none"> ● perceptively uses linguistic, literary and stylistic devices in the product keeping in mind the text type and audience they are writing for <p>iii:</p> <ul style="list-style-type: none"> ● Perceptively identifies key examples that support the purpose of the written piece

	iii. selects extensive relevant details and examples to develop ideas with precision.	
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