

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

### Criterion A: Analysing

#### Maximum: 8

At the end of year 1, students should be able to:

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. provides <b>minimal</b> identification or begins to explain the content, context, language, structure, technique and style, and <b>does not</b> explain the relationships among texts. ii. provides <b>minimal</b> identification and begins to explain the the effects of the creator's choices on an audience. iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology. iv. <b>identifies</b> and begins to interpret <b>few</b> similarities and differences in features within and between genres and texts.
3–4	The student: i. provides <b>adequate</b> identification or begins to explain the content, context, language, structure, technique and style, and <b>begins</b> to explain the relationships among texts. ii. provides <b>adequate</b> identification and begins to explain the effects of the creator's choices on an audience. iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology. iv. <b>identifies</b> and <b>begins</b> to interpret <b>some</b> similarities and differences in features within and between genres and texts.
5–6	The student: i. provides <b>substantial</b> identification and <b>begins</b> to explain the content, context, language, structure, technique and style, and explains the relationships among texts . ii. provides <b>substantial</b> identification and <b>begins</b> to explain the effects of the creator's choices on an audience . iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. <b>describes and begins</b> to interpret similarities and differences in features within and between genres and texts.

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

7-8	<p>The student:</p> <ol style="list-style-type: none"><li>i. provides <b>perceptive</b> identification and <b>begins</b> to explain the content, context, language, structure, technique and style, and explains the relationships.</li><li>ii. provides <b>perceptive</b> identification and <b>begins</b> to of the effects of the creator's choices on an audience.</li><li>iii. gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology.</li><li>iv. <b>sufficiently compares and contrasts</b> features within and between genres and texts.</li></ol>
-----	--

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

### Criterion B: Organizing

#### Maximum: 8

At the end of year 1, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention. ii. organizes opinions and ideas with a <b>minimal degree of logic and some coherence</b> . iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes <b>adequate</b> use of organizational structures that serve the context and intention. ii. organizes opinions and ideas with <b>some degree of coherence and logic</b> . iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes <b>competent</b> use of organizational structures that serve the context and intention. ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other. iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively. ii. <b>effectively</b> organizes opinions and ideas in a somewhat <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way. iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

### Criterion C: Producing text

#### Maximum: 8

At the end of year 1, students should be able to:

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination or sensitivity and <b>minimal</b> exploration and begins to consider new perspectives and ideas. ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience. iii. selects <b>few relevant</b> details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and begins to consider new perspectives and ideas. ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>sufficient</b> awareness of impact on an audience. iii. selects <b>some</b> relevant details and examples begin to develop ideas.
5–6	The student: i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas. ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>sufficient</b> relevant details and examples to develop ideas.
7–8	The student: i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and <b>perceptive</b> exploration and consideration of new perspectives and ideas. ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience. iii. selects <b>extensive</b> relevant details and examples to develop ideas with some precision.

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

### Criterion D: Using language

#### Maximum: 8

At the end of year 1, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.
3–4	The student: i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication v. makes <b>some</b> use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b> ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.

# Corwin International Magnet School

## Language and Literature Level 2 – Assessment Criteria

7-8	<p>The student:</p> <ol style="list-style-type: none"><li>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</li><li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li><li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li><li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li><li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li></ol>
-----	--