Written Assignment 03

	0	1	2		
Criterion A: Rationale • Does the rationale for the assignment explain how the assignment is linked to the aspect of the text being investigated? • Does the rationale explain how the assignment is linked to an Area of Exploration and to an IB Concept?	The work does not reach a standard described by the descriptors below.	The rationale shows some explanation and understanding of the aspects being investigated. There is some connection to an Area of Exploration and to an IB Concept	The rationale shows clear explanation and understanding of the aspects being investigated.		
	0	**1-2**	**3-4**	**5-6**	**7-8**
Criterion B: Task and content • To what extent does the task show understanding of the major text and concept(s) to which it refers? • How appropriate is the content to the task chosen? • To what extent does the task show understanding of the conventions of the text type chosen?	The work does not reach a standard described by the descriptors below.	The task shows little understanding of the major text and concept(s) to which it refers. The content is generally inappropriate to the task chosen. The task shows little understanding of the conventions of the text type chosen.	The task shows some understanding of the major text and concept(s) to which it refers. The content is partially appropriate to the task chosen. The task shows some understanding of the conventions of the text type chosen.	The task shows an adequate understanding of the major text and concept(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an adequate understanding of the conventions of the text type chosen.	The task shows a good understanding of the major text and concept(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows a good understanding of the conventions of the text type chosen.
	0	**1**	**2**	**3**	**4**	**5**
Criterion C: Organization • How well organized is the task? • How coherent is the structure?	The work does not reach a standard described by the descriptors below.	Little organization and structure are apparent.	Some organization is apparent. The task has some structure, although it is not sustained.	The task is organized. The task has some structure, although it is not sustained.	The task is organized. The structure is generally coherent.	The task is well organized. The structure is coherent.
	0	**1**	**2**	**3**	**4**	**5**
Criterion D: Language and style • How effective is the use of language and style? • How appropriate to the task is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)	The work does not reach a standard described by the descriptors below.	The use of language lacks appropriateness; there is little or no sense of register.	The use of language and the style lack effectiveness; there is little sense of register	The use of language and the style are sometimes effective; the register is to some extent appropriate to the task.	The use of language and the style are mostly effective; the register is mostly appropriate to the task.	The use of language and the style are effective; the register is appropriate to the task.