

Criterion A Analyzing Objectives <ul style="list-style-type: none"> analyze the effects and purposes of the content, context, language, structure, technique and style of texts created by others analyze the effects of the creator's choices on an audience justify opinions and ideas, using appropriate examples, thorough explanation and accurate terminology compare and contrast works connect literary and non-literary features across/within genres or texts. 	0: The student does not reach a standard described by any of the descriptors below.	0: The student does not reach a standard described by any of the descriptors below.
	1-2: The student: <ul style="list-style-type: none"> provides insufficient analysis of the effects and purposes of content, context, language, structure, technique and style of texts provides insufficient analysis of the effects of the creator's choices on an audience insufficiently justifies opinions and ideas using few appropriate examples, insufficient explanation and little or no terminology insufficiently compares/contrasts works insufficiently connects (non-)literary features across/within genres and texts. 	1-2: The student: <ul style="list-style-type: none"> provides a thesis with an insufficient answer and guideline to the essay question. provides insufficient contextualization of summary. provides insufficient analysis of how a quote and other supporting details from the text explain the overall theme. insufficiently justifies thesis using only a few appropriate quotes and insufficient explanations
	3-4: The student: <ul style="list-style-type: none"> provides some analysis of the effects and purposes of content, context, language, structure, technique and style of texts provides adequate analysis of the effects of the creator's choices on an audience inconsistently justifies opinions and ideas using some appropriate examples, some explanation and some accurate terminology inconsistently compares/contrasts works inconsistently connects (non-)literary features across/within genres and texts. 	3-4: The student: <ul style="list-style-type: none"> provides a thesis with an adequate answer and guideline to the essay question. provides adequate contextualization of summary. provides adequate analysis of how a quote and other supporting details from the text explain the overall theme. inconsistently justifies thesis using only some appropriate quotes and adequate explanations.
	5-6: The student: <ul style="list-style-type: none"> analyses the effects and purposes of content, context, language, structure, technique and style of texts in a competent manner analyses the effects of the creator's choices on an audience in a competent manner sufficiently justifies opinions and ideas using appropriate examples, adequate explanation and mostly accurate terminology competently compares/contrasts works competently connects (non-)literary features across/within genres and texts. 	5-6: The student: <ul style="list-style-type: none"> provides a thesis with a sufficient answer and guideline to the essay question. provides sufficient contextualization of summary. provides sufficient analysis of how a quote and other supporting details from the text explain the overall theme. sufficiently justifies thesis using mostly appropriate quotes and competent explanations.
	7-8: The student: <ul style="list-style-type: none"> consistently analyses the effects and purposes of content, context, language, structure, technique and style of texts in a perceptive manner consistently analyses the effects of the creator's choices on an audience in a perceptive manner consistently justifies opinions and ideas using appropriate examples, thorough explanations and accurate terminology perceptively compares/contrasts works 	7-8: The student: <ul style="list-style-type: none"> provides a detailed thesis with a competent answer and guideline to the essay question. provides consistent and competent contextualization of summary. consistently provides perceptive analysis of how a quote and other supporting details from the text explain the overall theme. consistently justifies thesis using appropriate quotes and thorough, perceptive explanations.
Criterion B Organizing Objectives <ul style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other 	0: The student does not reach a standard described by any of the descriptors below.	0: The student does not reach a standard described by any of the descriptors below.
	1-2: The student: <ul style="list-style-type: none"> rarely employs organizational structures that serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic 	1-2: The student: <ul style="list-style-type: none"> rarely employs paragraphs to organize and separate ideas. organizes opinions and ideas with a minimal degree of coherence and logic

Criterion C Producing Text Objectives <ul style="list-style-type: none"> create works that demonstrate insight, imagination and sensitivity make choices that serve content, context and intention, and which are designed to have an impact on an audience select relevant details and examples to justify ideas employ a range of literary techniques explore and reflect critically on new perspectives and ideas arising from personal engagement with the creative process. 	0: The student does not reach a standard described by any of the descriptors below.	0: The student does not reach a standard described by any of the descriptors below.
	1-2: The student: <ul style="list-style-type: none"> creates work that demonstrates a limited degree of imagination and sensitivity makes minimal choices, including literary features, which serve content, context and intention; demonstrates a limited awareness of the role of the audience selects few relevant details and examples to justify ideas rarely employs literary techniques demonstrates minimal creativity through minimal exploration of and critical reflection on new perspectives and ideas. 	1-2: The student: <ul style="list-style-type: none"> creates a scrapbook that demonstrates a limited degree of imagination and sensitivity makes minimal choices that appropriately convey thematic knowledge of <i>OMAM</i> through images and explanations; demonstrates a limited awareness of audience. selects few relevant details and examples from <i>OMAM</i> to justify themes. demonstrates minimal creativity through minimal exploration of <i>OMAM</i> themes.
	3-4: The student: <ul style="list-style-type: none"> creates work that demonstrates some degree of imagination and sensitivity makes choices, including literary features, which sometimes serve content, context and intention; demonstrates some awareness of the role of the audience selects some relevant details and examples to justify ideas employs some literary techniques demonstrates some creativity through some exploration of and critical reflection on new perspectives and ideas. 	3-4: The student: <ul style="list-style-type: none"> creates a scrapbook that demonstrates some degree of imagination and sensitivity. makes choices that sometimes convey thematic knowledge of <i>OMAM</i> through images and explanations; demonstrates some awareness of audience. selects some relevant details and examples from <i>OMAM</i> to justify themes. demonstrates some creativity through some exploration of <i>OMAM</i> themes.
	5-6: The student: <ul style="list-style-type: none"> creates work that demonstrates a considerable degree of insight, imagination and sensitivity makes thoughtful choices, including literary features, which usually serve content, context and intention; demonstrates a good awareness of the role of the audience selects relevant details and examples to justify ideas employs a range of literary techniques with some effectiveness demonstrates creativity through substantial exploration of and critical reflection on new perspectives and ideas. 	5-6: The student: <ul style="list-style-type: none"> creates a scrapbook that demonstrates a considerable degree of imagination and sensitivity. makes thoughtful choices that convey thematic knowledge of <i>OMAM</i> through images and explanations; demonstrates good awareness of audience. selects relevant details and examples from <i>OMAM</i> to justify themes. demonstrates creativity through substantial exploration of <i>OMAM</i> themes .
	7-8: The student: <ul style="list-style-type: none"> creates work that demonstrates a high degree of insight, imagination and sensitivity makes perceptive choices, including literary features, which serve content, context and intention; demonstrates a clear awareness of the role of the audience selects highly relevant details and examples to justify ideas with precision employs a range of literary techniques in a highly effective manner demonstrates creativity through perceptive exploration of and critical reflection on new perspectives and ideas. 	7-8: The student: <ul style="list-style-type: none"> creates a scrapbook that demonstrates a high degree of imagination and sensitivity. makes perceptive choices that convey thematic knowledge of <i>OMAM</i> through images and explanations; demonstrates clear awareness of audience. selects highly relevant details and examples from <i>OMAM</i> to justify themes in a precise and accurate manner. demonstrates creativity through perceptive exploration of <i>OMAM</i> themes .

Criterion D Using Language Objectives <ul style="list-style-type: none"> • use accurate and varied vocabulary, sentence structures and forms of expression • use an appropriate register and style that serves the context and intention • use correct grammar, syntax and punctuation • use correct spelling (alphabetic languages) or writing (character languages) and pronunciation • use appropriate non-verbal communication techniques in oral, presentation or visual work. 	0: The student does not reach a standard described by any of the descriptors below.	0: The student does not reach a standard described by any of the descriptors below.
	1-2: The student: <ul style="list-style-type: none"> • uses a limited range of accurate and appropriate vocabulary, sentence structure and forms of expression • uses an inappropriate or very inconsistent register and style that does not serve the context and intention • uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication • uses spelling/writing and pronunciation with limited accuracy; errors often hinder communication • makes limited and/or inappropriate use of non-verbal communication techniques in oral, presentation or visual work. 	1-2: The student: <ul style="list-style-type: none"> • uses a limited range of accurate and appropriate vocabulary, sentence structure and forms of expression • uses an inappropriate or very inconsistent style that does not serve the context and intention • uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication • uses spelling/writing and pronunciation with limited accuracy; errors often hinder communication • makes limited and/or inappropriate use of non-verbal communication techniques in oral, presentation or visual work.
	3-4: The student: <ul style="list-style-type: none"> • uses an adequate range of accurate and appropriate vocabulary, sentence structure and forms of expression • sometimes uses a register and style that serve the context and intention • uses grammar, syntax and punctuation with a good degree of accuracy; errors sometimes hinder communication • uses spelling/writing and pronunciation with a good degree of accuracy; errors sometimes hinder communication • makes some use of non-verbal communication techniques in oral, presentation or visual work 	3-4: The student: <ul style="list-style-type: none"> • uses an adequate range of accurate and appropriate vocabulary, sentence structure and forms of expression • sometimes uses a style that serves the context and intention • uses grammar, syntax and punctuation with a good degree of accuracy; errors sometimes hinder communication • uses spelling/writing and pronunciation with a good degree of accuracy; errors sometimes hinder communication • makes some use of non-verbal communication techniques in oral, presentation or visual work
	5-6: The student: <ul style="list-style-type: none"> • uses a varied range of accurate and appropriate vocabulary, sentence structures and forms of expression • usually uses a register and style that competently serve the context and intention • uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication • uses spelling/writing and pronunciation with a considerable degree of accuracy; errors do not hinder effective communication • makes sufficient use of effective non-verbal communication techniques in oral, presentation or visual work. 	5-6: The student: <ul style="list-style-type: none"> • uses a varied range of accurate and appropriate vocabulary, sentence structures and forms of expression • usually uses a style that competently serves the context and intention • uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication • uses spelling/writing and pronunciation with a considerable degree of accuracy; errors do not hinder effective communication • makes sufficient use of effective non-verbal communication techniques in oral, presentation or visual work.
	7-8: The student: <ul style="list-style-type: none"> • effectively uses a substantial range of accurate and appropriate vocabulary, sentence structure and forms of expression • consistently uses a register and style that serve the context and intention effectively • uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective and compelling • uses spelling/writing and pronunciation with a high degree of accuracy; errors are minor and communication is effective and compelling • makes appropriate and highly effective use of non-verbal communication in oral, presentation or visual work 	7-8: The student: <ul style="list-style-type: none"> • effectively uses a substantial range of accurate and appropriate vocabulary, sentence structure and forms of expression • consistently uses a style that serves the context and intention effectively • uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective and compelling • uses spelling/writing and pronunciation with a high degree of accuracy; errors are minor and communication is effective and compelling • makes appropriate and highly effective use of non-verbal communication in oral, presentation or visual work