

Final Product (Group Mark)	4	3	2	1
Preparedness/Quality of Final Product	Final product was put together well, with thought, and demonstrated time well-spent.	The final product was completed and prepared for the day it was due, but some parts could have used a little more thought/preparation.	The final product was somewhat prepared, but some elements may have been put together at the last minute (these elements look “rushed to completion”).	A product was turned in but it was clearly put together at the last minute with little thought.
Content	<p>Final product incorporates thoughtful examples from text in a way that develops the chosen “problem” being investigated in the play.</p> <p>Demonstrates a critical understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p>	<p>Final product incorporates examples from the text that are generally related to chosen “problem” being investigated in the play.</p> <p>Demonstrates an adequate understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p>	<p>Final product incorporates examples that superficially address the chosen “problem” being investigated in the play.</p> <p>Demonstrates a superficial understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p>	<p>Examples that are used are inappropriate, irrelevant, and/or trivial in nature and do not relate to the chosen “problem” being investigated in the play.</p> <p>Does not demonstrate a satisfactory understanding of the text.</p>

Participation and Conduct in Group (Individual Mark)

Category for Evaluation	3	2	1	0
<p>Conduct During Discussion</p> <p>Did students conduct themselves in their discussions in a way that was respectful and encouraged participation from other group members?</p>	<p>Always listened respectfully to team members and encouraged them to participate.</p> <p>Allows his/her ideas to be criticized.</p> <p>Was always on task.</p>	<p>Respectful and supportive behaviour was consistent with few reminders.</p> <p>Sometimes spoke over others.</p> <p>Has some (but few) problems with having ideas criticized.</p> <p>Needed few reminders to be on task.</p>	<p>Has challenges with taking turns and listening respectfully and having his/her ideas discussed/criticized by the group.</p> <p>Needed frequent reminders to be on task.</p>	<p>Behaviour is detrimental to group; may result in the student's removal from the discussion.</p>
<p>Participation in Discussion</p> <p>Did the student participate in the discussion with meaningful, insightful responses.</p>	<p>Student always participated in discussions with critical and insightful responses.</p>	<p>Student was consistent in participation in discussions with responses that demonstrated understanding.</p>	<p>Student sometimes participated in discussion (may need prompting to contribute ideas).</p> <p>Responses lacked insight/understanding.</p>	<p>Student did not participate.</p>

Artist Statement (Individual Mark)

Content	4	3	2	1
<p>Explanation of Artistic Choices</p>	<p>Explanation of image choice and use of text demonstrates an insightful, critical understanding of the topic and the ideas developed in the two poems.</p>	<p>Explanation of image choice and use of text an adequate understanding of the topic and the ideas developed in the poems at an interpretive level.</p>	<p>Explanation of image choice and use of text demonstrates a basic understanding of the topic and the texts (may be slightly flawed at times). Tends to summarize.</p>	<p>Explanation of image choice and use of text is not developed; may be very short with few details. Demonstrates little understanding of the texts or the topic.</p>

<p>Personal reflection of process and final product.</p>	<p>Personal Reflection of “final product” is developed with originality, maturity, and individuality</p> <p>Demonstrates a thoughtful understanding of the “creative process” through the explanation of artistic choices and what choices might have been made differently.</p>	<p>Personal Reflection of “final product” is developed with some personal meaning.</p> <p>Demonstrates an understanding of the “creative process” through the explanation of artistic choices and what choices might have been made differently.</p>	<p>Personal Reflection of “final product” is developed but is lacking in personal meaning.</p> <p>Demonstrates a minimal understanding of the “creative process.” Explanation of artistic choices and how they might have been made differently is superficial and lack depth.</p>	<p>Personal Reflection of “final product” lacks development and personal meaning.</p> <p>Understanding of the “creative process” is inadequate. Examples may have been very short/ underdeveloped and lack reflective thought and depth.</p>
---	--	--	--	---

Written Style	4	3	2	1
<p>Style</p>	<p>Demonstrates superior skill in using language and in arranging and juxtaposing ideas for balance, impact, and originality.</p> <p>Style and tone help to accomplish purpose, and add impact.</p> <p>Wide repertoire of effective sentence structures.</p> <p>Precise, concise language.</p> <p>Takes risks with a variety of language choices.</p>	<p>Uses effective language and arranges and juxtaposes ideas for balance, impact, and originality.</p> <p>Appropriate tone and level of language.</p> <p>Varied sentence types and lengths.</p> <p>Varied and appropriate language.</p> <p>Some attempts to use effective techniques.</p>	<p>Demonstrates limited skill in using effective language in arranging and juxtaposing ideas for balance, impact, and originality.</p> <p>Generally colloquial.</p> <p>Limited repertoire of sentences.</p> <p>Straightforward vocabulary.</p> <p>Little evidence of deliberate techniques.</p>	<p>Language and writing choices are ineffective, inappropriate, inconsistent, and weak.</p> <p>Often uses inappropriate tone or language.</p> <p>Simple sentences and coordination.</p> <p>Basic vocabulary; errors in word choice.</p> <p>Disjointed and awkward.</p>

<p>Form</p>	<p>Engaging introduction with a provocative thesis statement.</p> <p>Sound structure; seems artful, effortless and natural.</p> <p>Smoothly integrates elements such as examples, explanations, and anecdotes.</p> <p>Conclusion provides a satisfying resolution.</p>	<p>Opening establishes context and purpose with an effective thesis statement.</p> <p>Sequence is logical.</p> <p>Transitions used to help to connect ideas clearly.</p> <p>Conclusion focuses on the purpose; tries to provide a resolution.</p>	<p>Opening establishes purpose with a minimally-satisfactory thesis statement.</p> <p>Sequence is generally logical but may lack sense of direction.</p> <p>Transitions awkward or missing in places.</p> <p>Conclusion is often mechanical.</p>	<p>Opening is uninspired with a vague, underdeveloped thesis statement.</p> <p>Structure may seem illogical or random.</p> <p>May seem disjointed because ideas are not linked with transitions.</p> <p>Omits or provides ineffective ending.</p>
<p>Conventions</p>	<p>Few errors, usually as a result of taking chances with complex language/sentence structures; these do not distract the reader (may only be noticeable when the reader looks for them).</p>	<p>May include some errors in complex language and sentence structures; these are generally not serious and do not distract the reader.</p>	<p>Includes some noticeable errors in basic language and sentence structures that may distract the reader but do not interfere with meaning.</p>	<p>Includes frequent noticeable errors in basic structures and language that may interfere with meaning</p>