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| --- | --- | --- | --- | --- | --- | --- |
| **Categories Criteria** | **0-49%****(below level 1)** | **50-59%****(level 1)** | **60-69%** **(level 2)** | **70-79%****(level 3)** | **80-100%****(level 4)** | **Mark** **/10** |
| ***Knowledge/ Understanding*****Knowledge and understanding of story** | Response demonstrates an insufficient degree of knowledge and understanding of course story | Response demonstrates a limited degree of knowledge & understanding of course story | Response demonstrates some knowledge and understanding of course story | Response demonstrates a considerable knowledge and understanding of course story | Response demonstrates a high very degree of knowledge and understanding of course story |  |
| ***Thinking*****Planning through outline** | Outline is incomplete or less than half is complete which demonstrates little to no use of planning skills  | Outline is complete is some places with little detail which demonstrates limited use of planning skills  | Outline is somewhat complete which demonstrates some use of planning skills  | Outline is complete which demonstrates considerable use of planning skills  | Outline is complete and detailed which demonstrates a high degree of use of planning skills  |  |
| ***Application*****Transfer of knowledge of story to create good paragraph points** | Points are weak or incorrect which demonstrates an inadequate transfer of knowledge from the story to written form | Points make some sense which demonstrates a limited transfer of knowledge from the story to written form | Points are good which demonstrates some transfer of knowledge from the story to written form | Points are very good which demonstrates a considerable transfer of knowledge from the story to written form | Points are excellent which demonstrates a high degree of transfer of knowledge from the story to written form |  |
| ***Thinking*****Examples****Explanations** | Response is not developed. Or is not developed with relevant ideas/informationExplanations are not included or are vague and ineffective | Response is slightly developed, but contains vague ideas/ informationExamples are explained with a limited degree of effectiveness | Response is somewhat developed with some specific examples and relevant ideas and informationExamples are explained with some degree of effectiveness | Response is mostly developed with considerable specific examples and relevant ideas and informationExamples are explained with considerable effectiveness | Response is developed with clear, specific examples and relevant ideas and informationExamples are explained with a high degree of effectiveness |  |
| ***Communication Conventions*****Paragraph Format** |  Information and ideas are not organized in paragraph format Sentence structure is inadequate or too few sentences are includedGrammar, Spelling, Punctuation, Capitalization are very weak | An attempt is made at organizing information into paragraphsSentence structure is limitedGrammar, Spelling, Punctuation, Capitalization are weak | Information and ideas are somewhat organized in paragraph format indent Some errors in sentence structure existGrammar, Spelling, Punctuation, Capitalization are used fairly well | Information and ideas are organized in paragraph format Sentence structure is considerableGrammar, Spelling, Punctuation, Capitalization are used well | Information and ideas are highly organized in paragraph format Sentence structure is excellentGrammar, Spelling, Punctuation, Capitalization are used very well |  |

 **Total: \_\_\_\_\_\_\_\_\_\_\_\_ / 50**