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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/information  Explanations are not included or are vague and ineffective | Response is slightly developed, but contains vague ideas/ information  Examples are explained with a limited degree of effectiveness | Response is somewhat developed with some specific examples and relevant ideas and information  Examples are explained with some degree of effectiveness | Response is mostly developed with considerable specific examples and relevant ideas and information  Examples are explained with considerable effectiveness | Response is developed with clear, specific examples and relevant ideas and information  Examples 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 included  Grammar, Spelling, Punctuation, Capitalization are very weak | An attempt is made at organizing information into paragraphs  Sentence structure is limited  Grammar, Spelling, Punctuation, Capitalization are weak | Information and ideas are somewhat organized in paragraph format indent  Some errors in sentence structure exist  Grammar, Spelling, Punctuation, Capitalization are used fairly well | Information and ideas are organized in paragraph format  Sentence structure is considerable  Grammar, Spelling, Punctuation, Capitalization are used well | Information and ideas are highly organized in paragraph format  Sentence structure is excellent  Grammar, Spelling, Punctuation, Capitalization are used very well |  |

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