

WEST HIGH SCHOOL TRANSFER SCREENING ESSAY RUBRIC**

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
CRITERION B: ORGANIZING (TOTAL POINTS POSSIBLE: 4)	
0	The student does not reach a standard described by any of the descriptors below.
1	The student: <ol style="list-style-type: none"> i. Makes minimal use of organizational structures though these may not always serve the context and intention ii. Organizes opinions and ideas with a minimal degree of coherence and logic
2	The student: <ol style="list-style-type: none"> i. Makes adequate use of organizational structures that serve the context and intention ii. Organizes opinions and ideas with a some degree of coherence and logic
3	The student: <ol style="list-style-type: none"> i. Makes competent use of organizational structures that serve the context and intention ii. Organizes opinions and ideas in a coherent and logical manner with ideas building on each other.
4	The student: <ol style="list-style-type: none"> i. Makes sophisticated use of organizational structures though these may not always serve the context and intention ii. Effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way.
CRITERION C: PRODUCING TEXT (TOTAL POINTS POSSIBLE: 8)	
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. Produces text that demonstrates limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas. ii. Makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. Selects few relevant details and examples to develop ideas

3-4	<p>The student:</p> <ul style="list-style-type: none"> i. Produces text that demonstrates adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas. ii. Makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on audience iii. Selects some relevant details and examples to develop ideas
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. Produces text that demonstrates considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas. ii. Makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on audience iii. Selects sufficient relevant details and examples to develop ideas
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. Produces text that demonstrates high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas. ii. Makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on audience iii. Selects extensive relevant details and examples to develop ideas with precision
CRITERION D: USING LANGUAGE (TOTAL POINTS POSSIBLE: 8)	
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax, and punctuation with limited accuracy; errors often hinder communication iv. spells/writes with limited accuracy, errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques

<p style="text-align: center;">3-4</p>	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures, and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax, and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes with some degree of accuracy, errors sometimes hinder communication v. makes some use of non-verbal communication techniques
<p style="text-align: center;">5-6</p>	<p>The student:</p> <ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax, and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes with a considerable degree of accuracy, errors do not hinder communication v. makes sufficient use of appropriate non-verbal communication techniques
<p style="text-align: center;">7-8</p>	<p>The student:</p> <ul style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax, and punctuation with a high degree of accuracy; errors are minor and communication is effective. iv. spells/writes with a high degree of accuracy, errors are minor and communication is effective. v. makes effective use of non-verbal communication techniques

** Taken from International Baccalaureate Middle Years Programme Language and Literature Year 3 Criterion Rubric