**The Outsiders Summative Task: Criteria**

Diary entries need to be well developed with a full explanation of what happened with your character trying to figure out why he/she acted in a particular way. There should also be a description of how your character felt about his/her own behaviour and about other people involved in the scenario.

Criterion C: Producing Text

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration and consideration of new perspectives and ideas * makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience * selects **few relevant** details and examples to develop ideas. |
| 3-4 | The student:   * produces texts that demonstrate **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 * makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience * selects **some** relevant details and examples to develop ideas. |
| 5-6 | The student:   * produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas * makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience * selects **sufficient** relevant details and examples to develop ideas. |
| 7-8 | The student:   * produces texts that demonstrate a **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 * makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience * selects **extensive** relevant details and examples to develop ideas with precision. |

Criterion D: Using Language

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * uses a **limited** range of appropriate vocabulary and forms of expression * writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention * uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication * spells/writes and pronounces with limited accuracy; errors often hinder communication * makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3-4 | The student:   * uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression * **sometimes** writes and speaks in a register and style that serve the context and intention * uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication * spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication * makes **some** use of appropriate non-verbal communication techniques. |
| 5-6 | The student:   * uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** * writes and speaks **competently** in a register and style that serve the context and intention * uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication * spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication * makes **sufficient** use of appropriate non-verbal communication techniques. |
| 7-8 | The student:   * **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression * writes and speaks in a **consistently appropriate** register and style that serve the context and intention * uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** * spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** * makes **effective** use of appropriate non-verbal communication techniques. |