

# Year 8 Assessment Rubric



Name: \_\_\_\_\_ (      )

Teachers: Mr. Baek, Mr. Binge, Mr. Copus, Mr. Henshaw, Mrs. Mouty, Ms Walls

Date assigned:

Date due:

This task assesses Criteria **A, B, & D**

Criterion	Assessment Descriptors	Mark
<b>A</b>	<p><b>ANALYSING</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content thoroughly</li> <li>ii. provides <b>perceptive</b> identification and explanation of selecte themes is</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a <b>range</b> of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> </ul>	/ 8
<b>B</b>	<p><b>ORGANISING</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>i. develops a strong thesis statement that is developed through out the essay</li> <li>ii. organized work coherently in PEE style paragraphs that are of a suitable length</li> <li>iii. can effectively embed quotes into written work.</li> <li>iv. makes <b>effective use of introductory and concluding paragraphs.</b></li> </ul>	/ 8
<b>D</b>	<p><b>USING LANGUAGE</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes in a <b>consistently appropriate</b> register that serves the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells / writes with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> </ul>	/ 8
<b>(Total)</b>		<b>Level Achieved</b>

# MYP English Language and Literature: Task Specific Rubric (Year 8)

Unit 4 - *Romeo & Juliet*  
Word Limit: 600-800 words

**Assessment Task:** You will be asked to write an essay discussing theme. Your themes will be told to you by your teacher at the start of the exam.

- You will choose a theme
- You must write an introductory paragraph
- You will develop a thesis statement
- You will organize your work into PEE structured paragraphs 11-12 sentences minimum
- You must use embedded, direct quotes from the text
- You must analyze why these quotes prove your point
- You must write a concluding paragraph
- This will be done over the course of **three** lessons - one lesson to plan and two to write
- There is no use of first person
- Must be in present tense
- Must use formal English
- Do not use the same quote twice

<b>Criterion A: Analysing</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
Your <b>analysis</b> of the <b>content</b> is...	Work not attempted	Limited	Adequate	Competent	Perceptive
Your <b>analysis</b> of the <b>theme</b> is	Work not attempted	Limited	Adequate	Competent	Perceptive
You <b>justify opinions</b> and <b>ideas</b> with <b>useful quotes</b> and <b>explanations</b> ....	Work not attempted	Rarely	Sometimes or Inconsistently	Sufficiently	Thoroughly and in detail and with a range
<b>Criterion B: Organising</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
Your use of <b>thesis statement</b> to serve the <b>context through out the essay</b> and <b>intention</b> is...	Work not attempted	Minimal / Not always appropriate	Adequate	Competent	Sophisticated and Effective
Your ability to <b>organise PEE paragraphs</b> in a <b>coherent</b> and <b>logical</b> manner is...	Work not attempted	Minimal	Sometimes evident	Evident: ideas build on each other	Effective: ideas build on each other in a sophisticated way
Your ability to <b>effectively embed quotes</b> is	Work not attempted	Minimal	Sometimes evident	Evident: quotes are not stand-alone	Effective: quotes are embedded in a sophisticated manner
Your ability to create an <b>effective introductory paragraph</b> is	Work not attempted	Minimal	Adequate	Competent	Excellent and effective
Your ability to create an <b>effective concluding paragraph</b> is	Work not attempted	Minimal / Not always suitable	Adequate	Competent	Excellent and Effective

<b>Criterion D: Using Language</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
Your use of a <b>range of appropriate vocabulary, sentence structures</b> and forms of <b>expression</b> is...	Work not attempted	Limited	Adequate	Varied	Effective
Your ability to <b>write</b> in formal, third person <b>register</b> that <b>serve</b> the <b>context</b> and <b>intention</b> of your text is...	Work not attempted	Inappropriate or non-existent	Sometimes	Competent	Consistently Appropriate
The <b>accuracy</b> of your grammar, syntax and <b>punctuation</b> is...	Work not attempted	Limited	Sometimes evident	Of a considerable degree	Of a high degree
The <b>accuracy</b> of your <b>spelling and writing</b> is...	Work not attempted	Problematic	Sometimes a problem	Occasionally a problem	Minor: you communicate effectively
The <b>impact</b> of your <b>errors</b> on your <b>communication</b> to your audience is...	Work not attempted	Problematic	Sometimes a problem	Occasionally a problem	Minor: you communicate effectively