

Name:

Hour:

AoW Rubric

Level	Level descriptor	Task-specific indicators
0	The student does not reach a standard described by any of the descriptors below.	I have not completed the assignment in its entirety and/or it is late.
1-2	The student i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology	i. I may not number each paragraph and underline the author's claims. I mark the text with some (2-4) , questions (?), important moments (!), vocabulary (v), and connections (c). ii. I may provide some comments (2-4) and reactions to explain each mark made in the margins of the article, though they need to be developed . iii. I complete a reflection on the content of the article, answering: "Why is this important?", a question of my choosing, or the Response Question provided but need to use examples to justify my opinion .
3-4	The student i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology	i. I can do some of the following : number each paragraph, circle key terms, and underline the author's claims. I can mark the text with (5-7), relevant questions (?), important moments (!), vocabulary (v), and connections (c). ii. I make (5-7) relevant comments and reactions to explain each mark made in the margins of the article. iii. I complete a reflection (at least half a page) on the content of the article, answering: "Why is this important?", a question of my choosing, or the Response Question provided . I support my opinion with examples, though they may not be from the article or another credible source .

5-6	<p>The student</p> <p>i. competently analyses the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. competently analyses the effects of the creator's choices on an audience</p> <p>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p>	<p>i. I can number each paragraph and underline the author's claims. I can mark the text with numerous (8-10), relevant questions (?), important moments (!), vocabulary (v), and connections (c).</p> <p>ii. I make numerous (8-10) relevant comments and reactions to explain each mark made in the margins of the article.</p> <p>iii. I complete a reflection (at least half a page) on the content of the article, answering: "Why is this important?", a question of my choosing, or the Response Question provided. I support my opinion with specific examples from the article.</p>
7-8	<p>The student</p> <p>i. provides perceptive analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. perceptively analyses the effects of the creator's choices on an audience</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples and explanations; uses accurate terminology</p>	<p>i. I can number each paragraph and underline the author's claims. I can mark the text with numerous (10+), relevant questions (?), important moments (!), vocabulary (v), and connections (c).</p> <p>ii. I make numerous (10+) perceptive comments and reactions to explain each mark made in the margins of the article.</p> <p>iii. I complete an insightful reflection (at least half a page) on the content of the article, answering: "Why is this important?", a question of my choosing, or the Response Question provided. I support my opinion with specific examples from the article, including at least one quote.</p>