English – **STUDENT** EVALUATION SIDE

Discussion Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Below are the criteria for achieving a discussion grade in English. You developed these criteria as a class. As you journey into adulthood you should be increasingly able to self-evaluate instead of relying upon an external force (teachers). Accordingly, use the rubric below to evaluate yourself. **Please highlight or underline the lines that apply to you**. Then, in a reflection below, explain in detail why you deserve the grade you gave yourself.

**7-8**- Has read or viewed the material; (**Focusses intently on discussion)**  
-Reveals deeper understanding of the material and makes **a multitude of** references.  
-Displays **good** understanding of the topic and items discussed

-Contributes to the discussion by asking questions; offers follow up questions  
-Shows leadership qualities in the discussions; encourages others to answer.  
-Fully and actively engaged in discussion.   
  
**5-6**- Has read or viewed the material; **(Mostly focused on discussion)**  
-Reveals understanding of the material with **several** references  
-Displays **a solid** understanding of the material and items discussed

-In-depth and detailed contributions to class discussion

-Actively engaged in discussion  
  
**3-4** -Has read or viewed most of the material **(Focused, with some lack of focus)**  
-Reveals understanding of the material with **a few** references

-Displays **some** understanding of the material and items discussed

-Contributes to class discussion

-Pays attention and mostly engaged in discussion  
  
**1-2**- Has read or viewed some of the material **(Fair lack of focus)**  
-Reveals understanding of the text with **a single or couple of** references

-Displays **minor** understanding of the material and items discussed

-Makes minor contributions, but shows engagement through body language  
-Is present and listens to discussions (but offers a few contributions)  
  
**1**- Not read or viewed much of the material **(Or not much focus)**  
-Reveals understanding of the material but with **negligible** or **inaccurate** references

-Displays **no or severely limited** understanding of the material and items discussed

-Often on mobile device or distracted

-Makes minor contributions to discussions  
  
**0**- Not read or viewed the material **(Not focussed; makes others unable to focus)**  
-Reveals extremely low understanding of material studied; no statements or off-topic

-**Does not reference an** understanding of material and items discussed

-Does not contribute to class discussion  
-On mobile device  
  
**0**- Not in attendance  
-Does not choose to read or watch material  
-Does not choose to complete discussion  
-Does not speak with teacher about absence

SELF –REFLECTION (WHY DO I DESERVE THIS GRADE – USE EXAMPLES/DETAILS; ALSO, HOW WILL YOU IMPROVE FOR THE NEXT DISCUSSION):

My Grade /8

**Criterion D: Using Language Name:**

|  |  |  |
| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | - Not in attendance -Does not choose to read or watch material -Does not choose to complete discussion -Does not speak with teacher about absence |
| 1-2 | The student:   1. uses a limited range of appropriate vocabulary and forms of expression, 2. writes and speaks in an inappropriate register and style that do not serve the context and intention, 3. uses grammar, syntax and punctuation with limited accuracy; makes errors that often hinder communication, 4. spells/writes and pronounces with limited accuracy; makes errors that often hinder communication, 5. makes limited and/or inappropriate use of non-verbal communication techniques. | **1-2**- Has read or viewed some of the material **(Fair lack of focus)** -Reveals understanding of the text with **a single or couple of** references  -Displays **minor** understanding of the material and items discussed  -Makes minor contributions, but shows engagement through body language -Is present and listens to discussions (but offers a few contributions) |
| 3-4 | The student:   1. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression, 2. sometimes writes and speaks in a register and style that serve the context and intention, 3. uses grammar, syntax and punctuation with some degree of accuracy; makes errors that sometimes hinder communication, 4. spells/writes and pronounces with some degree of accuracy; makes errors that sometimes hinder communication, 5. makes some use of appropriate non-verbal communication techniques. | -Has read or viewed most of the material **(Focused, with some lack of focus)** -Reveals understanding of the material with **a few** references  -Displays **some** understanding of the material and items discussed  -Contributes to class discussion  -Pays attention and mostly engaged in discussion |
| 5-6 | The student:   1. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, 2. writes and speaks competently in a register and style that serve the context and intention, 3. uses grammar, syntax and punctuation with a considerable degree of accuracy; makes errors that do not hinder effective communication, 4. spells/writes and pronounces with a considerable degree of accuracy; makes errors that do not hinder effective communication, 5. makes sufficient use of appropriate non-verbal communication techniques. | -Has read or viewed the material; **(Mostly focused on discussion)** -Reveals understanding of the material with **several** references -Displays **a solid** understanding of the material and items discussed  -In-depth and detailed contributions to class discussion  -Actively engaged in discussion |
| 7-8 | The student:   1. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, 2. writes and speaks in a consistently appropriate register and style that serve the context and intention, 3. uses grammar, syntax and punctuation with a high degree of accuracy; makes errors that are minor and communication is effective, 4. spells/writes and pronounces with a high degree of accuracy; makes errors that are minor and communication is effective, 5. makes effective use of appropriate non-verbal communication techniques. | -Has read or viewed the material; (**Focusses intently on discussion)** -Reveals deeper understanding of the material and makes **a multitude of** references. -Displays **good** understanding of the topic and items discussed  -Contributes to the discussion by asking questions; offers follow up questions -Shows leadership qualities in the discussions; encourages others to answer. -Fully and actively engaged in discussion. |

**Criterion A: Analysing**

|  |  |  |
| --- | --- | --- |
| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, 2. provides limited analysis of the effects of the creator’s choices on an audience, 3. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology, 4. evaluates few similarities and differences by making minimal connections in features across and within genres and texts. |  |
| 3-4 | The student:   1. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts, 2. provides adequate analysis of the effects of the creator’s choices on an audience, 3. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology, 4. evaluates some similarities and differences by making adequate connections in features across and within genres and texts. |  |
| 5-6 | The student:   1. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts, 2. competently analyses the effects of the creator’s choices on an audience, 3. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, 4. evaluates similarities and differences by making substantial connections in features across and within genres and texts. |  |
| 7-8 | The student:   1. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, 2. perceptively analyses the effects of the creator’s choices on an audience, 3. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, 4. perceptively compares and contrasts by making extensive connections in features across and within genres and texts. |  |