**CONTINUING RUBRIC FOR RESPONDING TASK – YEAR 12 NAME :................................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A and/or MARKS** | **B and/or MARKS** | **C and/or MARKS** | **D and/or MARKS** | **E and/or MARKS** |
| **UNDERSTANDING** | Critically analyses and responds to different forms of texts by showing in-depth understanding of the text | Analyses and responds to different forms of texts by showing sound understanding of the text | Explains and respond to different forms of texts by showing an understanding of the texts | Describes and responds to different forms of texts by showing some understanding of the texts. | Identifies and responds to different forms of texts by showing minimal understanding of the texts. |
| Evaluates the importance of language and culture in familiar and unfamiliar contexts | Analyses the importance of language and culture in familiar and unfamiliar contexts | Explains the importance of language and culture in familiar and unfamiliar contexts | Describes the importance of language and culture in familiar contexts | Identifies the importance of language and culture in familiar contexts |
| Analyses complex interconnections between their own values, beliefs, practices, and ideas represented or expressed in the texts | Explains complex interconnections between their own beliefs and practices, and ideas expressed in the texts | Explains interconnections between their own beliefs and practices, and ideas expressed in the texts | Describes interconnections between their own beliefs and practices, and ideas expressed in the texts | Identifies interconnections between their own beliefs and practices, and ideas expressed in the texts |
| Analyses complex concepts and perspectives represented in texts and demonstrates excellent understanding of audience and purpose | Analyses concepts and perspectives represented in texts and demonstrates good understanding of audience and purpose | Explains concepts and perspectives represented in texts and shows some understanding of audience and purpose | Describes concepts and perspectives represented in texts and shows basic understanding of audience and purpose | Identifies concepts and perspectives represented in texts and shows minimal understanding of audience and purpose |
| **COMMUNICATING** | Communicates proficiently and logically with consistency by producing insightful texts demonstrating independence, depth and accuracy in the treatment of topics | Communicates fluently with consistency by producing complex texts demonstrating some independence, depth and accuracy in the treatment of topics | Communicates effectively with some consistency by producing simple texts displaying breadth in the treatment of topics | Communicates competently by displaying some details in the treatment of the topic | Communicate simple ideas by displaying minimal knowledge of the topic |
| Demonstrates clear, accurate and thorough knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Demonstrates accurate and thorough knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays some accurate knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays to some extent knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays minimal knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts |
| Consistently interprets critically and analytically  Demonstrates high degree of creativity and originality with higher order thinking abilities | Interprets critically and analytically  Demonstrates creativity and originality with higher order thinking abilities | Interprets with some degree of critical analysis  Demonstrates some creativity and originality with higher order thinking abilities | Interprets in a limited way  Occasionally displays some creativity and originality with some higher order thinking abilities | Interprets minimally |
| Demonstrates a willingness to take risks and develops an individual style | Demonstrates some willingness to take risks and develops an individual style | Shows some willingness to take risks and sometimes develops an individual style | Displays occasionally the willingness to take risks | Takes no risks |

**CONTINUING RUBRIC FOR RESPONDING TASK – YEAR 11 NAME :...................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A and/or MARKS** | **B and/or MARKS** | **C and/or MARKS** | **D and/or MARKS** | **E and/or MARKS** |
| **UNDERSTANDING** | Analyses and responds to different forms of texts by showing in-depth understanding of the text | Explains and responds to different forms of texts by showing sound understanding of the text | Describes and respond to different forms of texts by showing an understanding of the texts | Identifies some and responds to different forms of texts by showing some understanding of the texts. | Identifies few and responds to different forms of texts by showing limited understanding of the texts. |
| Analyses the importance of language and culture in familiar and unfamiliar contexts | Explains the importance of language and culture in familiar and unfamiliar contexts | Describes the importance of language and culture in familiar and unfamiliar contexts | Identifies the importance of language and culture in familiar contexts | Identifies minimal importance of language and culture in familiar contexts |
| Analyses interconnections between their own values, beliefs, practices, and ideas represented or expressed in the texts | Explains interconnections between own beliefs and practices, and ideas expressed in the texts | Describes some between own beliefs and practices, and ideas expressed in the texts | Identifies some interconnections between own beliefs and practices, and ideas expressed in the texts | Identifies few interconnections between own beliefs and practices, and ideas expressed in the texts |
| Analyses concepts and perspectives represented in texts and demonstrates excellent understanding of audience and purpose | Analyses perspectives represented in texts and demonstrates good understanding of audience and purpose | Explains perspectives represented in texts and shows some understanding of audience and purpose | Describes perspectives represented in texts and shows basic understanding of audience and purpose | Identifies perspectives represented in texts shows minimal understanding of audience and purpose |
| **COMMUNICATING** | Communicates proficiently by producing insightful texts demonstrating independence, depth and accuracy in the treatment of topics | Communicates fluently by producing complex texts demonstrating some independence, depth and accuracy in the treatment of topics | Communicates effectively by producing simple texts displaying breadth in the treatment of topics | Communicates basic ideas by displaying some details in the treatment of the topic | Communicate simple ideas by displaying some knowledge of the topic |
| Demonstrates clear and accurate knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Demonstrates accurate knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays to a certain extent knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays to some extent knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts | Displays limited knowledge and understanding of language structure, vocabulary, grammar and use of expressions in spoken and written texts |
| Consistently responds critically and analytically  Demonstrates high degree of creativity and originality with higher order thinking abilities | Responds critically and analytically  Demonstrates creativity and originality with higher order thinking abilities | Responds with some degree of critical analysis  Demonstrates some creativity, originality and higher order thinking abilities | Responds in a limited way  Occasionally displays some creativity and originality | Responds minimally and rarely |
| Displays a willingness to take risks and develops an individual style | Displays some willingness to take risks and occasionally develops an individual style | Occasionally shows willingness to take risks and sometimes develops an individual style | Rarely displays the willingness to take risks | Takes no risks |