

| Final Product (Group Mark) | 4 | 3 | 2 | 1 |
|---|---|--|---|---|
| <p>Preparedness/ Quality of Final Product</p> <p><i>Does final product demonstrate completeness and effort?</i></p> <p>/4</p> | <p>Final product was put together well, with thought, and demonstrated time well-spent.</p> | <p>The final product was completed and prepared for the day it was due, but some parts could have used a little more thought/preparation.</p> | <p>The final product was somewhat prepared, but many elements may have been put together at the last minute (these elements look “rushed to completion”).</p> | <p>A product was turned in but it was clearly put together at the last minute with little thought.</p> <p>Some elements may be missing or lacking in development.</p> |
| <p>Content</p> <p><i>Were examples from the text used effectively to communicate ideas?</i></p> <p><i>Does final product demonstrate an understanding of the text></i></p> <p>/4</p> | <p>Final product incorporates thoughtful examples from text in a way that develops the chosen “problem” being investigated in the play.</p> <p>Demonstrates a critical understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p> | <p>Final product incorporates examples from the text that are generally related to chosen “problem” being investigated in the play.</p> <p>Demonstrates an adequate understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p> | <p>Final product incorporates examples that superficially address the chosen “problem” being investigated in the play.</p> <p>Demonstrates a superficial understanding of the text and the social, cultural, and religious aspects of the period in which it was written.</p> | <p>Examples that are used are inappropriate, irrelevant, and/or trivial in nature and do not relate to the chosen “problem” being investigated in the play.</p> <p>Errors in content demonstrate a lack of a basic understanding of the text.</p> |

Total Group Mark: /4

Comments:

| Participation and Conduct in Group (Individual Mark) | 3 | 2 | 1 | 0 |
|---|--|---|--|--|
| <p>Conduct During Discussion</p> <p><i>Did students conduct themselves in their discussions in a way that was respectful and encouraged participation from other group members?</i></p> <p>/3</p> | <p>Always listened respectfully to team members and encouraged them to participate.</p> <p>Allows his/her ideas to be criticized.</p> <p>Was always on task.</p> | <p>Respectful and supportive behaviour was consistent with few reminders. Sometimes spoke over others.</p> <p>Has some (but few) problems with having ideas criticized.</p> <p>Needed few reminders to be on task</p> | <p>Has challenges with taking turns and listening respectfully and having his/her ideas discussed/criticized by the group.</p> <p>Needed frequent reminders to be on task.</p> | <p>Behaviour is detrimental to group; may result in the student's removal from the discussion.</p> |
| <p>Participation in Discussion</p> <p><i>Did the student participate in the discussion with meaningful, insightful responses?</i></p> <p>/3</p> | <p>Student always participated in discussions with critical and insightful responses.</p> | <p>Student was consistent in participation in discussions with responses that demonstrated understanding.</p> | <p>Student sometimes participated in discussion (may need prompting to contribute ideas).</p> <p>Responses lacked insight/ understanding</p> | <p>Student did not participate.</p> |

Total Participation Mark: /6

| Artist Statement (Individual Mark) | 4 | 3 | 2 | 1 |
|---|--|--|--|---|
| <p>Explanation of Artistic Choices</p> <p><i>Does explanation demonstrate an understanding of the topic and the text?</i></p> <p>/4</p> | <p>Explanation of artistic choices demonstrates an insightful, critical understanding of the topic and the text.</p> | <p>Explanation of artistic choices demonstrates an adequate understanding of the topic and the ideas</p> | <p>Explanation of artistic choices demonstrates a basic understanding of the text.</p> <p>Tends to summarize.</p> | <p>Explanation of artistic choices is not developed; may be very short with few details.</p> <p>Demonstrates little understanding of the text.</p> |
| <p>Personal Reflection of Process/Final Product</p> <p><i>Does response demonstrate an understanding of the creative process?</i></p> <p><i>Does response demonstrate adequate reflection on the final results of the project and areas of growth?</i></p> <p>/4</p> | <p>Personal Reflection of “final product” is developed with originality, maturity, and individuality.</p> <p>Demonstrates a thoughtful understanding of the “creative process” through the explanation of artistic choices and what choices might have been made differently</p> | <p>Personal Reflection of “final product” is developed with some personal meaning.</p> <p>Demonstrates an understanding of the “creative process” through the explanation of artistic choices and what choices might have been made differently.</p> | <p>Personal Reflection of “final product” is developed but is lacking in personal meaning.</p> <p>Demonstrates a minimal understanding of the “creative process.”</p> <p>Explanation of artistic choices and how they might have been made differently is superficial and lacks depth.</p> | <p>Personal Reflection of “final product” lacks development and personal meaning.</p> <p>Understanding of the “creative process” is inadequate.</p> <p>Examples may have been very short/ underdeveloped and lack reflective thought and depth.</p> |
| <p>Writing: Style</p> <p><i>Does response demonstrate a use of word choice and language that is appropriate to task and audience?</i></p> <p><i>Does response demonstrate an effective use of</i></p> | <p>Word choice helps to set tone and create engagement; purposeful choices from a wide vocabulary.</p> <p>Purposeful use of a variety of sentence types and lengths to create a desired impact.</p> | <p>Word choice was varied and effective.</p> <p>Appropriate balance between long and short sentence.</p> <p>Appropriate balance between simple, compound, and complex sentences.</p> | <p>Some variety in word choice.</p> <p>Some variety in sentence length and type; may be awkward in some places.</p> <p>Generally straight-forward and conversational.</p> | <p>Uses basic vocabulary.</p> <p>Word choice may be too casual or inappropriate.</p> <p>Little or no sentence variety.</p> <p>May have too many short or simple sentences that make writing “chippy”.</p> |

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|--|--|--|---|--|
| <p><i>different sentence types and lengths?</i></p> <p>/4</p> | | | | <p>May have too many long and complex sentences that obscure meaning.</p> |
| <p>Conventions (Spelling, Grammar, Punctuation)</p> <p>/4</p> | <p>Errors may only be noticeable if reader looks for them.</p> <p>No spelling errors in basic vocabulary. Few (if any) spelling errors in complex vocabulary.</p> <p>Sentences are generally correct; may have subtle errors in complex sentences.</p> | <p>Few errors. These generally do not impact meaning.</p> <p>Basic and simple sentences are correct. Most errors are in attempts at more complex sentence structures.</p> <p>Few punctuation errors.</p> | <p>Errors are frequent and noticeable, but meaning is still clear.</p> <p>Spelling is generally correct but may include careless errors in more complex words.</p> <p>Most basic sentences are correct.</p> <p>Some punctuation errors.</p> | <p>Frequent, noticeable errors distract reader and impact meaning.</p> <p>Frequent spelling errors in basic vocabulary.</p> <p>Frequent errors in basic sentence structure.</p> <p>Frequent errors in punctuation.</p> |

Total Mark for Artist Statement: /16

Total Individual Mark: /20

Overall Mark: /24