Language and literature assessment criteria: Year 3

Criterion A: Analysing

Maximum: 8

At the end of year 3, students should be able to:

i.   identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. identify and explain the effects of the creator's choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. interpret similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationship among texts ii. provides **minimal** identification and explanation 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 iv. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The student: i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationship among texts ii. provides **adequate** identification and explanation 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 iv. interprets **some** similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
5–6	The student: i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides **substantial** identification and explanation of the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **competently** interprets similarities and differences in features within and between genres and texts.
7–8	The student: i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts **thoroughly** ii. provides **perceptive** identification and explanation of the effects of the creator's choices on an audience iii. gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** features within and between genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of year 3, students should be able to:

i.   employ organizational structures that serve the context and intention

ii.   organize opinions and ideas in a coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention effectively ii. **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 3, students should be able to:

i.   produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

ii.   make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few relevant** details and examples to develop ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.

Achievement level	Level descriptor
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with precision.

Criterion D: Using language

Maximum: 8

At the end of year 3, students should be able to:

i.   use appropriate and varied vocabulary, sentence structures and forms of expression

ii.   write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv.   spell (alphabetic languages), write (character languages) and pronounce with accuracy

v.   use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
7–8	The student: i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.