

Delhi District Secondary School

393 James Street
Delhi, ON
N4B 2B6

Name: _____
Date: Friday, September 11, 2009
Teacher: DDSS
Course: English, Grade 10, Academic, Grade 10 Academic
English

Non-fiction Novel Study

Expectations: LGV.02D, LIV.01D, LIV.02D, WRV.01D, LG2.01D, LG2.03D, LI1.03D, LI1.06D, MD1.01D, WR1.05D

Criteria	Level 1 (50% - 59%)	Level 2 (60% - 69%)	Level 3 (70% - 79%)	Level 4 (80% - 100%)
Knowledge and Understanding				
recognize the organizational structure of informational materials (what is intensified/ downplayed)	recognizes a few aspects of the structure	recognizes some aspects of the structure	recognizes most aspects of the structure	recognizes many aspects of the structure
select a variety of reading strategies to understand texts	uses a few reading strategies and demonstrates limited understanding of text	uses several variety of reading strategies and demonstrates some understanding of text	uses a variety of reading strategies and demonstrates considerable understanding of text	uses a wide variety of reading strategies and demonstrates a clear and complex understanding
evaluate information to determine main ideas/ purpose	evaluation of information to determine main ideas demonstrates limited understanding	evaluation of information to determine main ideas demonstrates some understanding	evaluation of information to determine main ideas demonstrates considerable understanding	evaluation of information to determine main ideas demonstrates thorough understanding
Thinking				
analyse purpose and how it was achieved providing details	analysis of purpose and how it was achieved provides limited details	analysis of purpose and how it was achieved provides some details	analysis of purpose and how it was achieved provides considerable details	analysis of purpose and how it was achieved provides thorough details
demonstrate the differences between explicit and implicit messages in media works	simply demonstrates the differences between explicit and implicit messages in media works	adequately demonstrates the differences between explicit and implicit messages in media works	clearly demonstrates the differences between explicit and implicit messages in media works	thoroughly demonstrates the differences between explicit and implicit messages in media works
evaluate information to reach conclusions (analysis of intensify/downplay connection back to purpose)	evaluates information to reach conclusions (analysis of intensify/downplay connection back to purpose) with limited supporting detail	evaluates information to reach conclusions (analysis of intensify/downplay connection back to purpose) with some supporting detail	evaluates information to reach conclusions (analysis of intensify/downplay connection back to purpose)with considerable supporting detail	evaluates information to reach conclusions (analysis of intensify/downplay connection back to purpose)with thorough supporting detail
sort, label and evaluate information and ideas	can simply sort, label and evaluate information and a few ideas	can adequately sort, label and evaluate information several ideas	can competently sort, label and evaluate information a variety of ideas	can thoroughly sort, label and evaluate information and a wide variety of ideas

explain how authors use stylistic devices to achieve effect/ PURPOSE in their writing	can simply explain	can adequately explain	can competently explain	can thoroughly explain
Communication				
communicate information using a specific format for the body and conclusion	demonstrates limited ability to communicate information using a specific format for the body and conclusion	demonstrates some ability to communicate information using a specific format for the body and conclusion	demonstrates considerable ability to communicate information using a specific format for the body and conclusion	demonstrates a high level of ability to communicate information using a specific format for the body and conclusion
communicate information effectively	communicates information with limited effectiveness	communicates information with some effectiveness	communicates information with considerable effectiveness	communicates information with a high degree of effectiveness
describe concept in an organized and clear manner	description of concept demonstrates limited organization and clarity	description of concept demonstrates some organization and clarity	description of concept demonstrates considerable organization and clarity	description of concept demonstrates a high level of organization and clarity
Application				
describe concept providing examples	description of concept makes limited reference to examples	description of concept makes some reference to examples	description of concept makes considerable reference to examples	description of concept makes thorough reference to examples
compare the use of form/ style by author(s) to enhance theme/ purpose/ message	can simple compare	can adequately compare	can competently compare	can thoroughly compare
evaluate information using criteria (INTENSIFY/ DOWNPLAY)	evaluates information with limited use of criteria (INTENSIFY/ DOWNPLAY)	evaluates information with some use of criteria (INTENSIFY/ DOWNPLAY)	evaluates information with considerable use of criteria (INTENSIFY/ DOWNPLAY)	evaluates information with thorough use of criteria (INTENSIFY/ DOWNPLAY)
explain how the design of media works has been influenced by the purpose (The "SO WHAT")	simply explains how the design of media works has been influenced by the purpose(The "SO WHAT")	adequately explains how the design of media works has been influenced by the purpose (The "SO WHAT")	clearly explains how the design of media works has been influenced by the purpose (The "SO WHAT")	thoroughly explains how the design of media works has been influenced by the purpose (The "SO WHAT")