Language and Literature - Year Three (MYP Year 3 and 2nd Semester of Year 2)

AL	Language and Literature - Criterion A: Analysing	AL	Language and Literature - Criterion B: Organizing
0	The student **does not** reach a standard described by any of the descriptors below.	0	The student **does not** reach a standard described by any of the descriptors below.
1 - 2	**i.** provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationships 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.	1 - 2	**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 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	**i.** provides **adequate** identification or explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationships 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.	3 - 4	**i.** makes **adequate** use of organizational structures that serve the context and intention **ii.** organizes opinions and ideas with a **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	**i.** provides **substantial** identification or explanation of the content, context, language, structure, technique and style, and explains the relationships 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.	5 - 6	**i.** makes **competent** use of organizational structures that serve the context and intention **ii.** organizes opinions and ideas with 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	**i.** provides **perceptive** identification or explanation of the content, context, language, structure, technique and style, and explains the relationships 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.	7 - 8	**i.** makes **sophisticated** use of organizational structures that serve the context and intention effectively **ii.** **effectively** organizes opinions and ideas with 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.

Language and Literature - Year Three (MYP Year 3 and 2nd Semester of Year 2)

AL	Language and Literature - Criterion C: Producing Text	AL	Language and Literature - Criterion D: Using Language
0	The student *does not* reach a standard described by any of the descriptors below.	0	The student *does not* reach a standard described by any of the descriptors below.
1 - 2	**i.** produces texts that demonstrate *limited* personal engagement with the creative process; demonstrates a *limited* degree of thought, imagination or 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.	1 - 2	**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	**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 *some* awareness of impact on an audience **iii.** selects *some* relevant details and examples to develop ideas.	3 - 4	**i.** uses an *adequate* range of appropriate vocabulary, sentence structures and forms of expression **ii.** *sometimes* writes and speaks in an 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	**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.	5 - 6	**i.** uses a *varied range* of appropriate vocabulary, sentence structures and forms of expression *competently* **ii.** writes and speaks *competently* in an 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.
7 - 8	**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.	7 - 8	**i.** *effectively* uses a 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.