

Name: _____ 3UI ISU Interview/Feature Article

LEVELS OF ACHIEVEMENT					
Categories	20-45%	50-59%	60-69%	70-79%	80-100%
	Below L. 1	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding CONTENT	insufficient evidence	limited evidence	moderate evidence	considerable evidence	highly effective
Knowledge of content ~knowledge of form of interview and feature article ~knowledge of listening and speaking strategies					
Understanding of content ~understanding of content, concepts, ideas, opinions, themes, and relationships among facts and ideas within the specific SHSM sector					
Thinking/Inquiry PROCESS					
Use of planning skills ~brainstorming/planning sheets/generation of ideas, research of major sector individual, gathering information, organizing information					
Use of processing skills ~drawing inferences from information within interview, interpreting, analyzing, synthesizing and evaluating that information within feature article					
Use of critical/creative thinking processes ~metacognition evident within one page reflection piece					
Communication WRITING/ORGANIZATION					
Expression and organization of ideas and information ~interview/feature article is clear and organized, good use of paragraphs, subtitles, quotations, captions and photos					
Communication for different audiences and purposes ~interview/feature article uses appropriate style (formal), voice and point of view (1 st person for interview excerpt, 3 rd person for feature article)					
Use of conventions ~standard Canadian English used (grammar, spelling, punctuation, usage) ~appropriate language used					
Application FINAL PRODUCT-pulling it together					
Application of knowledge and skills ~used knowledge of interview/feature article form, speaking and listening skills, literacy strategies and processes, and concepts used during course of assignment					
Transfer of knowledge and SKILLS ~transfer of writing skills brought to writing style (new contexts) of interview/feature article					
Making connections within and between various contexts ~between the content of the interview/feature article and the world outside of school ~made a connection between fiction and reality (reality within society sparks fiction creation; social commentaries)					

