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| http://teachersites.schoolworld.com/mytp/webpages_designs/flourish/pix/spacer.gif | **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **MYP Assignment Title: Play to Your Strengths**  **MYP Unit Question:**  **MYP Year 3 Rubric**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **MYP Criteria** | **Criterion A: Analyzing** | **Criterion B: Organizing** | **Criterion C: Producing Text** | **Criterion D: Using Language** | | ***How do I demonstrate knowledge of folklore and folktales?*** | ***How well do I include a moral or lesson that makes sense and fits the story?*** | ***How well do I show originality of the overall story?*** | ***Have I edited and polished my paper?*** | |  | **7-8** | **7-8** | **7-8** | **7-8** | | **A – 90 – 100%** | The student:  i. provides **perceptive** identification and comment upon significant aspects of folklore and folktales. Students will identify the elements of folktales.    ii. provides **perceptive** identification and comment upon the writer’s style of the folktale. Students will include a sense of creativity shown through the individual style represented in the folktale.  iv. **compares and contrasts** clear points **within and between texts** of The Contest of Riddles and their written folktale. Students will compare and contrast the elements within the two texts. | The student:  i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** with the moral of the folktale. Students will reflect a lesson learned within the structure of the folktale.  ii. **effectively** organizes ideas in a **logical** manner with ideas building on each other to support the elements of a folktale in a **sophisticated** way | The student:  ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience. Students will draw a cover page that reflects that moral of the folklore to the audience.  iii. writes **extensive** relevant details and examples to support ideas. Students will elaborate and use a variety of examples of elements within their folklore. | The student:  i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression. Students will use formal words, write in complete sentences, and use figurative language in their folktale.  ii. writes in a **consistently appropriate** style that serve the context and intention. Students will write in the format that a folktale should be in.  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy;errors are minor and **effective.** Students will demonstrate the correct use of grammar,the correctarrangement of words and phrases, and the correct use of punctuation marks.  iv. spells and writes with a **high degree** of accuracy; errors are minor and the use of words is **effective.** Students will spell words correctly and use words in their appropriate context. | |  | **5-6** | **5-6** | **5-6** | **5-6** | | **B – 80 -89%** | The student:  i. provides **substantial** identification and comment upon significant aspects of folklore and folktales. Students will identify the elements of folktales.  ii. provides **substantial** identification and comment upon the writer’s style of the folktale. Students will include a sense of creativity shown through the individual style represented in the folktale  iv. **describes some** clear points **within and between texts** of The Contest of Riddles and their written folktale. Students will compare and contrast the elements within the two texts. | The student:  i. makes **competent** use of organizational structures that serve the context and intention with the moral of the folktale. Students will reflect a lesson learned within the structure of the folktale.  ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other to support the elements of a folktale | The student:  i. makes **considerable** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience. Students will draw a cover page that reflects **considerable** thought and **substantial** imagination of the moral of the folklore  iii. writes **sufficient** relevant details and examples to support ideas. Students will elaborate and use a variety of examples of elements within their folklore. | The student:  i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression. Students will use formal words, write in complete sentences, and use figurative language in their folktale **competently**  ii. writes and speaks **competently** in astyle that serves the context and intention. Students will write in the format that a folktale should be in.  iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication. Students will demonstrate the correct use of grammar,the correctarrangement of words and phrases, and the correct use of punctuation marks.  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. | |  | **3-4** | **3-4** | **3-4** | **3-4** | | **C – 70-79%** | The student:  i. provides **adequate** identification and comment upon significant aspects of folklore and folktales. Students will identify the elements of folktales.  ii. provides **adequate** identification and comment upon writer’s style of the folktale. Students will include a sense of creativity shown through the individual style represented in the folktale  iv. **identifies some** clear points **within and between texts** of The Contest of Riddles and their written folktale. Students will compare and contrast the elements within the two texts. | The student:  i. makes **adequate** use of organizational structures that serve the context and intention with the moral of the folktale. Students will reflect a lesson learned within the structure of the folktale.  ii. organizes opinions and ideas with **some degree of logic** tosupport the elements of a folktale | The student:  i. makes **adequate** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience. Students will draw a cover page that reflects **some** thought and imagination of the moral of the folklore  iii. writes **some** relevant details and examples to support ideas. Students will elaborate and use a variety of examples of elements within their folklore. | The student:  i. uses an **adequate** uses a range of appropriate vocabulary, sentence structures and forms of expression. Students will use formal words, write in complete sentences, and use figurative language in their folktale.  ii. writes **sometimes** in astyle that serves the context and intention. Students will write in the format that a folktale should be in.  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. Students will demonstrate the correct use of grammar,the correctarrangement of words and phrases, and the correct use of punctuation marks. | |  | **1-2** | **1-2** | **1-2** | **1-2** | | **D - 60 – 69%** | The student:  i. provides **minimal** identification and comment upon significant aspects of folklore and folktales. Students will identify the elements of folktales.  ii. provides **minimal** identification and comment upon the writer’s style of the folktale. Students will include a sense of creativity shown through the individual style represented in the folktale  iv. **identifies few** clear points **within and between texts** of The Contest of Riddles and their written folktale. Students will compare and contrast the elements within the two texts. | The student:  i. makes **minimal** use of organizational structures, though these may not always serve the context and intention with the moral of the folktale. Students will reflect a lesson learned within the structure of the folktale.  ii. organizes opinions and ideas with a **minimal degree of logic** tosupport the elements of a folktale | The student:  i. makes **limited** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience. Students will draw a cover page that reflects **minimal** thought and imagination of the moral of the folklore  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 support ideas. | The student:  i. uses a **limited** uses a range of appropriate vocabulary, sentence structures and forms of expression. Students will use formal words, write in complete sentences, and use figurative language in their folktale.  ii. writes and speaks in an **inappropriate** style that does not serve the context and intention. Students will write in the format that a folktale should be in.  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. | | **0%** | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. | The student **does not** reach a standard described by any of the descriptors below. | |
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