

**Rubric for Enriched English Placement
Cycle II**

Criteria	Range of Competency		
	Advanced Level 5	Thorough Level 4	Acceptable Level 3
<p>Competency # 1: <i>Uses language/talk to communicate and to learn.</i></p>	<p>Uses specialized language with precision pertinent to purpose and audience. Enhances the effectiveness of the communication with queries and comments. Intentionally varies volume, intonation, body language and so on, to increase interest. Adjusts register in consideration of audience. Adopts various stances (interpretation) and/or roles when necessary. Explores and defends various viewpoints. Employs a variety of strategies to disagree constructively and cordially in discussions. Leads a group project using effective strategies, such as taking notes, extending verbal exchanges, clarifying what was said, and so on. Takes action on feedback for improvement of talk texts and to encourage and elevate group thinking. Critiques own performance with a goal for improvement.</p>	<p>Uses appropriate language to communicate meaning to a specific audience and asks focused questions to enhance learning. Organizes material effectively and uses talk to clearly express a specific viewpoint. Detects instances of bias in spoken text. Collaborates verbally: shares viewpoint within a group, seeks verbal feedback during discussions, inquires in order to understand and modifies perspective in light of discussion. Assumes roles and responsibilities when working in groups. Discusses own performance when reflecting on learning.</p>	<p>Incorporates characteristics and needs of target audience in talk exchanges and talk production. Demonstrates increasing familiarity with codes and conventions of spoken text. Uses appropriate language when communicating ideas such as storyboards, layout and fonts. Participates in a variety of spoken activities, such as reports, improvisations, discussions and research for problem solving. Negotiates within a group to interpret or produce texts. Modifies perspective in light of teacher-led discussions. Talks about own performance subjectively.</p>
<p>Competency # 2: <i>Reads and listens to written, spoken and media texts.</i></p>	<p>Reflects on how organization of the texts affects impact on readers by analyzing structures, codes and conventions. Responds to text and places it in its literary and sociocultural contexts. Appreciates aesthetic aspects of written, spoken and media texts. Asks questions to understand nuances in texts. Adopts a stance, justifying interpretation while respecting the author's purpose (e.g. considers viewpoints of different characters when reading a novel). Uses conferences to demonstrate personal growth as a reader and to set goals.</p>	<p>Discusses structures, codes and conventions in familiar texts. Detects inferred messages and explains and clarifies meanings through discussion in class. Recognizes obvious bias in familiar texts. Supports ideas through specific quotations from the text when responding, and expresses meaningful connections between own experiences and text. Uses reliable strategies and the help of peers when working with different text types. Discusses preferences as a reader and is willing to try texts recommended by others.</p>	<p>Recognizes, with increasing familiarity, that the purpose for reading affects the stance (viewpoint) that she/he assumes. Calls upon familiar strategies when working with various genres. Constructs persona interpretations of texts, justifying opinions with reference to text. Explains rationale for choices made when selecting texts to read. Expresses an awareness of self as a reader when participating in teacher-student conferences.</p>

<p>Competency # 3:</p> <p><i>Produces texts for personal and social purposes.</i></p>	<p>Tailors productions for targeted audience. Selects codes and conventions for own productions to enhance impact. Articulates decisions about texts produced. Analyzes/critiques representation of others in productions, noting exclusions or stereotypes (references to age, gender, race, and/or religion). Initiates discussions within group to interpret or produce texts. Develops valid and reliable criteria to judge own production process and that of others. Critiques own productions and justifies production decisions</p>	<p>Uses appropriate codes and conventions to produce text that clearly meets the intended purpose and audience. Uses a variety of strategies for a planned effect. Compares and contrasts various forms of texts that cover the same topic (e.g. newspapers, radio, television, Internet) and discusses the impact of the different forms on the intended audience or on her/himself. Grounds criticisms of productions in specific concrete terms. Uses feedback to confirm and/or revise own productions to better communicate message, and offers supportive feedback to peers for purposes of revision.</p>	<p>Completes a plan to produce a text (e.g. storyboard). Determines, with increasing familiarity, targeted audience and purpose, and frames messages to meet intended audience. Constructs interpretation of text through media production. Accepts assigned roles and collaborates with peers to produce media texts. Talks about own productions subjectively.</p>
<p>Approach to studies/ Professionalism</p>	<p>Consistently arrives to class and hands in work on time. Work reflects student's best efforts. Is extremely dedicated to success. Reflects a great deal. Has a great attitude toward learning.</p>	<p>Arrives to class and hands in work on time. Work reflects a strong effort from this student. Is dedicated to success. Is reflective. Has a good attitude toward learning.</p>	<p>Usually arrives to class and hands in work on time. Work reflects some effort from this student. Is somewhat dedicated to success. Occasionally reflects. Appreciates learning.</p>
<p>Application letter Content:</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Study habits • Future plans relevant to English studies 	<p>Extremely well written.</p>	<p>Very well written.</p>	<p>Well written.</p>