

RUBRIC: Careers Essay

| Criteria: | Level 1 (50% - 59%) | Level 2 (60% - 69%) | Level 3 (70% - 79%) | Level 4 (80% - 100%) |
|--|--|---|---|--|
| Knowledge | | | | |
| Understanding of concepts discussed (Careers from site and what they entail) | Present, simple understanding apparent | Discussion reflects a reasonable level of understanding | Discussion indicates a clear understanding of relationship discussed | Thorough understanding of relationships apparent |
| Understanding of how the relationship between careers and your life | Student has some understanding of relationship between works and audience | Student can describe relationship with some clarity | Ideas discussed are fully explained in the context of material addressed | Subtle understanding of use of relationship in the context of material addressed. |
| Thinking | | | | |
| Analyse Concepts using specific examples | Analysis of works results in conclusions with limited use of examples to illustrate | Analysis of works discussed results in conclusions with some factual support | Analysis of works discussed results in conclusions clearly illustrated using examples | Analysis of concepts results in conclusions using thoroughly described, useful explanations |
| Assessment of d Aspects of Problem Under Study | Assessment of given aspects of problem under study is based on limited investigation | Assessment of given aspects of problem under study is based on some investigation | Assessment of aspects of problem under study is based on considerable investigation | Assessment of given aspects of problem under study is based on thorough investigation |
| Communication | | | | |
| Relationship of examples to ideas discussed | Some relationship evident | Relationship clear, with some explanation | Relationship between examples and texts explained and clear | Very thoroughly explained, examples reinforce and clarify argument, |
| Spelling, Grammar and Punctuation | Errors present that hinder comprehension | Errors present but do not interfere with understanding | Few errors present | Only a minimal number of very minor errors present |
| Use of M.L.A. Style | Not using M.L.A. style | M.L.A. used with major errors present | M.L.A. style used with minor errors present | All elements conform properly. |
| Application | | | | |
| Discussion of Examples | Minimal context information provided | Still requires additional knowledge on the part of the reader | Understanding of text comprehensible to readers with a working knowledge of text | Discussion, and writer's position w/r/t examples easy to understand by a writer familiar with text |
| Use of Order | Major problems with ordering strategy used | Some minor transitional problems and breaks in argument evident | Order easy to follow | Ordering strategy transparent, reader can focus on argument being presented |
| Explanation of Evidence/Thesis | Some attempt at explaining examples/evidence | Relationship between evidence and thesis apparent | Relationship between thesis and evidence explicitly developed | Clear thorough introduction and development of ideas outlined |

Comments: