

Culminating Task Rubric: *ENG1D1*

Name: _____

Criteria	0-49% (below level 1)	50-59% (level 1)	60-69% (level 2)	70-79% (level 3)	80-100% (level 4)
Knowledge/ Understanding					
Description of Content	References to plot, character, themes and/or absent, inaccurate and/or irrelevant.	Description of plot, character, themes and/or language demonstrates minimal understanding of work discussed.	Description of plot, character, theme and/or language demonstrates minor inconsistencies and reflecting a moderate understanding of the text.	Descriptions of plot, character, theme and/or language are specific, accurate and relevant.	Descriptions of plot, character, theme and/or language are specific, precise and clearly relevant for this discussion.
Understanding of Critical Ideas (Literary devices, archetypes, Narrative elements)	Understanding of critical ideas not evident, not demonstrated, seriously flawed or lacking.	Understanding of critical tools present but simple. May not understand or know all terms.	Understanding of critical tools evident with minor flaws when discussing literary dev, archetypes and/or narrative elements.	Clear understanding of core critical terminology and ideas evident.	Thorough understanding of literary devices, archetypes and narrative conventions developed in class.
Thinking					
Use of critical ideas to explain texts or ideas (Literary devices, archetypes, Narrative elements)	Attempt at making sense of text or ideas discussed is incomplete or demonstrates significant misunderstanding of literary devices, archetypes, narrative conventions etc.	Some attempt at explaining ideas, but may include significant errors or problems in understanding of literary devices, archetypes, narratives etc.	Ideas being addressed are explained, with minor flaws in use of critical ideas (literary devices, archetypes, narratives etc) evident.	Student can explain and demonstrate understanding of ideas discussed using critical ideas (understanding of literary devices, archetypes, narratives).	Student provides thorough explanation of ideas and texts discussed using critical ideas (understanding of literary devices, archetypes, narratives etc).
Communication					
Includes specific examples to support ideas	Few specific examples are provided and/or examples are inappropriate for this discussion.	Examples are provided, but may be minimal, or not very effective in supporting ideas being discussed.	Examples are provided, but some ideas discussed are not supported and/or may not be the best to support ideas discussed.	Specific, relevant examples provided that support and explain most ideas effectively.	Specific, relevant evidence is used to fully support and explain each idea discussed.

Communication (cont'd)					
Explains relationship between ideas (thesis) and examples	Explanation of specific examples either not present or relationship to ideas discussed is not apparent.	Weak connection is made between examples and ideas being discussed or demonstrated.	Some ideas discussed are explained but gaps in explanation evident.	Specific, relevant evidence is explained with only minor gaps evident.	Specific, relevant evidence is explained clearly and efficiently.
Use of ordering strategies	No clear connections made between ideas discussed; transitions are absent, ineffective or unclear.	Ideas presented are loosely connected but some significant relationships are unclear or not apparent.	Ideas are connected; with some transition problems.	Clear relationship between ideas discussed with only minor gaps.	Relationship between ideas presented is clear, logically ordered, and very easy to follow.
Audience	Intended Audience is inappropriate or not apparent.	Directed toward intended audience but communication strategies (vocabulary, phrasing, tone etc) used are inappropriate.	Directed toward intended audience with minor problems evident in communication strategies used.	Clearly for intended audience with only very minor problems evident.	Consideration of audience evident throughout.
Application					
Main idea/concept development	Focus is unclear and/or does not respond to assignment topic.	Discussion is somewhat focused, but some elements may be off topic/not part of a response to this assignment.	A main idea/concept is present, but is not entirely developed. Some ideas may not be entirely focused.	A clear main idea/concept is evident and responds to the assignment question.	A clear and well developed main idea/concept is evident that responds clearly to the assignment question.
Use of critical/creative thinking	Critical/creative thinking used to create final product is not apparent. Minimal evidence of skills transfer.	Minimal evidence of Critical/creative thinking; ideas are explained in a simple, unsophisticated manner. Critical terminology not transferred well to new context.	Critical/creative thinking evident but with problems with clarity of ideas, or with some ideas not fully thought through or explained.	Critical/creative thinking is evident with only minor problems with explanations of ideas being developed.	Critical/creative thinking evident in a subtle, nuanced, original understanding and explanation of ideas being explained.

Comments:

Culminating Activity: Presentation

ORAL COMMUNICATION

Criteria	0-49% (below level 1)	50-59% (level 1)	60-69% (level 2)	70-79% (level 3)	80-100% (level 4)
USE OF VOICE (<i>Clarity, volume, dynamics, inflection and flow/speed</i>)	Ineffective	Limited	Moderate	Good	Excellent
Notes:					
EYE CONTACT/CONNECTION WITH AUDIENCE (<i>not reading material, making eye contact, presenting to whole audience</i>)	Ineffective	Limited	Moderate	Good	Excellent
Notes					
POSITIONING AND BODY LANGUAGE (<i>reflects confidence, effective use of gesture, posture, facial expression</i>)	Ineffective	Limited	Moderate	Good	Excellent
Notes					

Comments: