

Aspect/Criteria	Emerging	Developing	Proficient	Extending
<p><b>Comprehend &amp; Connect</b> (Knowledge of the Book)</p> <p><i>I can apply appropriate strategies to comprehend texts, guide inquiry, and extend thinking.</i></p> <p><i>I can recognize how different literary elements impact text.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the novel (plot, characters, setting). Student can discuss very simple elements of the story, but has some misunderstandings over plot elements etc.</li> <li>• Demonstrates limited understanding of the impact of perspective. The student chooses different perspectives to show elements of the novel, but they have inaccuracies or are not particularly ineffective or distinct (e.g. they show Cap from Lena and Zach's perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the novel (plot, characters, setting). Student can discuss most main elements of the story, but has some minor misunderstandings.</li> <li>• Demonstrates some understanding of the impact of perspective. The student chooses different perspectives to show elements of the novel and some perspectives are more effective/accurate than others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a full understanding of the novel (plot, characters, setting). Student can discuss all of the main elements of the story without misunderstanding. May discuss some more minor elements.</li> <li>• Demonstrates good understanding of the impact of perspective. The student chooses different perspectives to show the elements of the novel and the perspectives chosen are accurate/ effective in that they show difference (e.g. they show Claverage from Cap and Zach's perspectives)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates thorough and insightful understanding of the novel (plot, characters, setting). Student can discuss all of the main elements of the story as well as the impact of the seemingly less significant elements. Work shows close reading of the text.</li> <li>• Demonstrates excellent and nuanced understanding of perspective. The student chooses different perspectives to show the elements of the novel and the perspectives chosen are highly accurate/effective and pick up on more subtle shifts (e.g. they may choose to show a character from the beginning versus the end of the novel)</li> </ul>
<p><b>Comprehend &amp; Connect</b> (Thinking, Analysis, and Connections)</p> <p><i>I can think critically, creatively, and reflectively to explore ideas within texts</i></p>	<ul style="list-style-type: none"> <li>• Makes a few logical inferences and/or interpretations of characters/setting/ theme/plot points; connection of ideas, but they are strained and may not always be logical. Tends to stick primarily to literal information from the text.</li> <li>• Student is not yet supporting their inferences/interpretations with evidence from the text and may just state their ideas or if they provide evidence, it is limited or very general in nature so it isn't fully supporting their thinking.</li> <li>• Student is able to identify a topic that the book discusses (e.g. friendship), but not be able to interpret a theme statement or may have a theme statement that isn't particularly accurate or effective (e.g. it does not account for the whole book for example) and is stated in cliché terms. Needs significant teacher help to get to this point.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes some logical inferences and/or interpretations of characters/setting/ theme/plot points (thought they may be more surface level thinking), but others are still literal information or may be strained</li> <li>• Student supports some inferences/ interpretations with some evidence from the text. At times, the evidence may be weak or quite general, but in other places it is effective; unequal development of ideas.</li> <li>• Student is able to identify and interpret a main or obvious theme in the novel and express it as a theme statement, but they may use a cliché. May need some help from a teacher to get to a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes multiple logical inferences and/or interpretations of characters/setting/ theme/plot points that show some insight into the text and move beyond literal/surface level.</li> <li>• Student consistently supports inferences/ interpretations with specific evidence from the text that shows their thinking and the connections are clear.</li> <li>• Student is able to accurately and effectively identify and interpret a main theme from the novel with only minor help from a teacher and can express their theme using non-cliché terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes logical and insightful inferences and/or interpretations of characters/setting/ theme/plot points throughout the assignment. The inferences consistently move beyond the surface level and show nuance and a deep understanding of the text.</li> <li>• Supports inferences/ interpretations with multiple pieces of highly effective, specific evidence from the text.</li> <li>• Student is able to accurately identify and interpret themes in the book and is beginning to show considerable insight and subtlety in that they move past the main or obvious themes. Theme is expressed in a statement that is not cliché.</li> </ul>

<p><b>Comprehend &amp; Connect + Create &amp; Communicate (Representation of Thinking)</b></p> <p><i>I can respond to text in personal, creative, and critical ways.</i></p> <p><i>I can transform ideas and information to create original texts.</i></p>	<ul style="list-style-type: none"> <li>• Student creates a simple, and literal representation of the text (e.g. draws scenes of the book).</li> <li>• There is a minimal connection between the item/image/song and elements. The representations may be more literal in nature and some may not be connected to the elements.</li> <li>• Representations and written explanations demonstrate student has not thought critically about characters, events, and perspectives; everything is surface level</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates a basic representation of the text and tries to show some creativity/ originality in their response to engage the audience (e.g. chooses a few unique and some literal items, or uses mostly song titles but has some other song connections) though at times it may be more literal.</li> <li>• There is a minimal connection between all items/image/songs and elements and it is a mix of literal representations and some that are more symbolic in nature.</li> <li>• Representations and written explanations demonstrate student has thought somewhat critically about characters, events, and perspectives; some thinking is still surface level</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates an engaging representation of the text and shows creativity/ originality in their approach and response (e.g chooses some interesting items, or a wide variety of music, making connections past just song titles, etc.). The representation moves beyond the literal and is interesting.</li> <li>• All items/images/songs and elements are logically connected and the student has moved into representations that are primarily symbolic in nature with only a few literal representations.</li> <li>• Representations and written explanations demonstrate student has thought critically about characters, events, and perspectives; moves beyond surface level</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates a highly engaging and creative representation of the text; may move past the designated options to create their own style of representation or put their own spin on the project ideas given. The response focuses on symbolism, moving consistently past literal.</li> <li>• All items/images/songs and elements are highly connected and show insight. Student consistently moves beyond literal representations to show their thinking in a more symbolic matter.</li> <li>• Representations and written explanations demonstrate student has thought critically about characters, events, and perspectives; consistently moves well beyond surface level to illustrate more subtle aspects of or connections in the text</li> </ul>
<p><b>Create &amp; Communicate (Clarity and Presentation)</b></p> <p><i>I can assess and refine texts to improve their clarity, effectiveness, and impact.</i></p> <p><i>I can use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrates little care thought/effort; assignment may seem rushed and there are several elements that are missing.</li> <li>• Communicates ideas/info with limited clarity; the thinking is not developed enough to follow consistently which leaves the reader with some gaps.</li> <li>• Work does not yet show evidence of editing and proofreading; significant and frequent errors in basic spelling and grammar effect meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some thought/effort; aspects of the assignment seem rushed and there are a few elements missing or is all present but completed at a minimal level.</li> <li>• Communicates ideas/ info with some clarity though at times the thinking is hard to follow and the reader may be left with some gaps</li> <li>• Work shows some evidence of editing and proofreading, but more is needed; some errors with basic spelling and grammar as well as frequent errors with more complex spelling and grammar sometimes impact meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates considerable thought and effort; all elements of the assignment are completed with detail.</li> <li>• Communicates ideas/info with considerable clarity; the thinking is easy to follow and the reader isn't left with gaps, or if there are they are only minor</li> <li>• Work shows evidence of editing and proofreading and any errors are minor, in more complex situations, or do not impact meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of thought and effort; all elements of the assignment are completed with detail and student may go above and beyond the requirements of the task.</li> <li>• Communicates ideas/info with a high degree of clarity so that the thinking is very easy to follow and there are no gaps for the reader</li> <li>• Work shows evidence of significant editing and proofreading and is nearly or completely error free. Any errors or minor (e.g. typos) and do not impact meaning.</li> </ul>