**Rubric**

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| **Success Criteria** | **Well Above Expectation** | **Above Expectation** | **At Expectation** | **Below Expectations** |
| In answering the Context, Audience and Purpose questions the student can explain clearly the significance of context, audience and purpose for text construction | Very through answers with a clear and detailed explanations | Answers are fairly clear but explanation is not sufficiently detailed and thorough | Answers to questions are basic and not always clear; there is a lack of explanation | Answers are vague and lack clarity and explanation |
| Student can effectively incorporate experimental vocabulary and sentence structure usage into their work | 10 or more examples of 18th Century vocabulary or sentence structure included in Lydia’s Instagram profile; 10 or more examples of non-standard spelling, punctuation and sentence structures in your Instagram profile | Between 7 and 9 examples of 18th Century vocabulary or sentence structure included in Lydia’s Instagram profile; 7 to 9 examples of non-standard spelling, punctuation and sentence structures in your Instagram profile | Student has included 5-6 examples of 18th Century vocabulary or sentence structure included in Lydia’s Instagram profile; 5-6 examples of non-standard spelling, punctuation and sentence structures in your Instagram profile | Fewer than 5 examples of 18th Century vocabulary or sentence structure included in Lydia’s Instagram profile; fewer than 5 examples of non-standard spelling, punctuation and sentence structures in your Instagram profile |
| Student can explain the impact of context and audience on the construction of a text | Clear and thorough explanation with examples effectively used to support assertions | Fairly clear and thorough explanations with some well used examples to support assertions | Answer is basic and not always clear or well explained; examples are used but only partially effectively | Answer is vague, lacks clarity and explanation and examples are not used or not effectively used |
| Student can effectively convert a formal written text to a casual spoken style text and vice versa | Blog is entirely colloquial and bears no resemblance to the original in syntax or structure; encyclopedia is entirely formal and sounds genuine | Blog is fully colloquial, but some vocabulary choices or structural choices echo the original text; encyclopedia is almost all formal and has the ring of genuineness about it | Blog is generally using colloquial language, although at times there are close echoes of the original text in the sentence structure or vocabulary; encyclopedia is partially formal and has some relationship to the genuine article | Blog still has some formal elements of structure and considerable vocabulary crossover; encyclopedia is mainly informal and doesn’t really sound like the genuine article |
| Student understands the differences between informal and formal English and can explain the impact of audience and purpose on texts | Explanation includes 8 or more examples of differences and insightful reasoning on why texts are different based on audience and purpose | Explanation includes 6-7 examples of differences and some insight into why the texts are different based on audience and purpose | The explanation includes 4-5 examples of differences and basic reasons for differences identified related to audience and purpose | Explanation has fewer than 3 examples of differences and the basic reason for these differences is not clearly identified |