Success Criteria for *Out of the Dust*

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| Success Criteria | Well Above Expectation | Above Expectation | At Expectation | Below Expectation |
| Student completes all formative work | All questions completed to high standard; Character and Relationships work also completed to a high standard | All work complete to a good standard | All wok complete but rushed and of an average standard | All work not complete |
| Student contributes to the class discussion | Intelligent, thoughtful and insightful contributions, 3 or more | 1-2 contributions showing thoughtfulness and insight | 1 or more contributions, not showing much thoughtfulness or insight | No contribution at all |
| *Student demonstrates effective skills in the completing of the following tasks:* |  | | | |
| Characterisation (Section1) | Represents characters in a realistic and convincing manner – characters from the book are accurately portrayed | Characters have some depth – characters from the book are reasonably recognisable and accurate | Characters are shallowly drawn – characters from the book are only marginally recognisable and accurate | Characters are unconvincing – characters from the book are not recognisable |
| Use of evidence in an essay (Section 2) | Evidence used effectively to support and extend points made and 5 or more pieces per topic done | Evidence used to support points but not necessarily to extend ideas being discussed. 3-4 pieces are used per topic done | Evidence used but not effectively to prove point or extend ideas being discussed. Only 1-2 pieces used per topic done | Evidence not used to prove points or extend ideas. |
| Use of essay structure and style (Section 2) | Correct essay structure and style with no errors | 1 mistake in essay structure and style | 2-3 mistakes in essay structure and style | 4 or more mistakes in essay structure and style |
| Student shows a analytical understanding of the concepts discussed from the novel regarding: themes/setting/writing style  (Section 3) | Deep and clear understanding of how authors create effective themes/settings/writing style. Effective analysis of these concepts is obvious via 5 or more pieces of evidence used and 5 or more ways authors work (to communicate with audience). Use the words “the author uses [technique]” or similar. | Good understanding of relevant concepts shown via 3-4 pieces of evidence used and 3-4 ways authors work. | Some understanding of relevant concepts but only 1-2 pieces of evidence used to support and focuses on 1-2 factors | Little understanding of relevant concepts as no evidence tendered and only 1 factor is mentioned |
| English expression (Section 1,2,3) | Sophisticated and correct expression with no errors | 1-3 errors in expression | 4-5 errors in expression | 6 or more mistakes in expression |