**Global Perspective**

**IB Rubrics**

**Statement of Inquiry:** Individual choice, human dignity, and morality impact global perspectives as reflected in our self-expression.

**Criteria A: Analyzing**

iv. Interpret similarities and differences in features within and between genres and texts

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| **Achievement****Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | iv. interprets **few** similarities and differences in features within and between genres and texts.  |
| 3-4 | iv. interprets **some** similarities and differences in features within and between genres and texts. |
| 5-6 | iv. **competently** interprets similarities and differences in features within and between genres and texts.  |
| 7-8 | v. **perceptively compares and contrasts** features within and between genres and texts. |

Self-Assessment: iv

Reason for Self-assessment:

Teacher Assessment: iv

Reason for Teacher Assessment:

**Criteria C: Producing Text**

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

ii make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating an awareness of impact on an audience

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| **Achievement****Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  |
| 3-4 | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience  |
| 5-6 | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  |
| 7-8 | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience |

Self-Assessment: i ii

Reason for Self-assessment:

Teacher Assessment: i ii

Reason for Teacher Assessment:

**Criteria D:  Using Language**

i. use appropriate and varied vocabulary, sentence structures and forms of expression

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| **Achievement****Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | i. uses a **limited** range of appropriate vocabulary and forms of expression |
| 3-4 | i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression |
| 5-6 | i. uses a **varied** range of appropriate vocabulary, sentence structures and forms of expression competently |
| 7-8 | i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression |

Self-Assessment: i

Reason for Self-assessment:

Teacher Assessment: i

Reason for Teacher Assessment: