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| --- | --- | --- | --- | --- | --- |
|  | **Well above the expected level** | **Above the expected level** | **At the expected level** | **Approaching the expected standard - Developing** | **Below the expected level –**  **Needs Improvement** |
|  | **5** | **4** | **3** | **2** | **1** |
| **Use of evidence from the text.** | Uses at least 5 quotes from a variety of chapters to provide evidence of character development, relationships and changes undertaken by the character throughout the novel. | Uses at least 4 relevant quotes to explain the development of the character. | At least 3 relevant quotes are included using the correct conventions. The quotes are functional and appropriate | At least 2 relevant quotes are used with talking marks. Quotes are used at times to explain character development. | Quotes used as evidence are limited or not relevant to the character. Standard conventions are not used. |
| **Complexity of ideas** | The character profile is exceptionally focused and detailed. Main ideas stand out & are developed by strong support & rich details suitable to audience & purpose. | The character profile is clear focused and interesting. Main ideas stand out and are developed by supporting details suitable to audience and purpose. | The character profile is clear and focused. The reader can easily understand the main ideas. Support is present although it may be limited or rather general. | The character profile can understand the main ideas but they may be overly simplistic. Easily identifiable purpose and main idea. Attempted support but ideas under-developed. | Main ideas and purpose are unclear. Purpose and main idea(s) may require extensive inferences by the reader. Minimal development and insufficient details |
| **Presentation of poster** | Creatively presented with attention to layout, headings and subheadings and originality. Graphics and attention to detail greatly enhance the design | Conforms to conventions, with some evidence of creativity. Graphics and some attention to detail and headings. | Most conventions included. Some graphics included. Headings usually relevant and basic information included. | Some aspects of poster presentation included. Some subheadings and graphics. Appears rushed at times and inconsistent. | Did not conform to conventions of a poster presentation. |
| **Accuracy of written English** | Writing demonstrates exceptionally strong control standard writing conventions and uses them effectively to enhance communication. Little or no need for editing. | Writing demonstrates strong control standard writing conventions and uses them effectively to enhance communication. Errors are few and minor. Correct spelling of difficult words. | Demonstrates control of standard writing conventions. Significant errors do not occur frequently. Minor errors do not impair readability. Internal punctuation may be incorrect. | Limited control of standard writing conventions. Errors begin to impede readability. Spelling errors distract the reader. Significant need for editing. | Numerous errors distract the reader and make it difficult to read. The reader often finds it difficult to focus on the message and must reread for meaning. |
| **Personal Learning Standards** | | | | | |
| **Appropriate use of time** | Met deadlines. Used all of the time provided productively to improve performance. | Met deadlines. Used most of the time provided productively to complete the task. | Met deadlines. Used some of the time provided to complete the task. | Met one, not all deadlines. Could have used the time provided more productively to complete the task. | Did not meet deadlines. Did not use the time provided to complete the task productively. |

**Teachers Comment:**