

# Plus Minus Interesting Rubric

## Achievement Chart - English, Grades 9–12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>Knowledge of the key concepts of news article “Teen Found Not Guilty”</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates considerable knowledge of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>
<b>Understanding of the key concepts of news article “Teen Found Not Guilty”</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates considerable understanding of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates thorough understanding of the key concepts of news article “Teen Found Not Guilty”.</li> </ul>
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>Use of processing skills to analyse news article “Teen Found Not Guilty”, evaluating the impact of the message</b>	<ul style="list-style-type: none"> <li>• Uses processing skills to analyse news article “Teen Found Not Guilty”, evaluating the impact of the message with limited effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses processing skills to analyse news article “Teen Found Not Guilty”, evaluating the impact of the message with some effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses processing skills to analyse news article “Teen Found Not Guilty”, evaluating the impact of the message with considerable effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses processing skills to analyse news article “Teen Found Not Guilty”, evaluating the impact of the message with a high degree of effectiveness.</li> </ul>
<b>Use of critical thinking processes, for example, understanding the legal implication of news article “Teen Found Not Guilty”</b>	<ul style="list-style-type: none"> <li>• Use of critical/creative thinking processes, for example, understanding the legal implication of news article “Teen Found Not Guilty” with limited effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of critical/creative thinking processes, for example, understanding the legal implication of news article “Teen Found Not Guilty” with some effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of critical/creative thinking processes, for example, understanding the legal implication of news article “Teen Found Not Guilty” with considerable effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of critical/creative thinking processes, for example, understanding the legal implication of news article “Teen Found Not Guilty” with a high degree of effectiveness.</li> </ul>