

## FUNKY LIT CIRCLE RUBRIC

NAME: \_\_\_\_\_ NOVEL: \_\_\_\_\_

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p><b>READING: Communication</b> Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with limited effectiveness. <b>(Oral Reading) 3.3</b></p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with some effectiveness.</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with considerable effectiveness.</p>	<p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose, with a high degree of effectiveness.</p>
<p><b>READING: Thinking/Knowledge</b> Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with limited effectiveness. <b>(Summarizer) 1.4</b></p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with some effectiveness.</p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with considerable effectiveness.</p>	<p>Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea, with a high degree of effectiveness.</p>
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>(Connector: Double-Entry Journal) 1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>ORAL COMMUNICATION: Knowledge</b> Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with limited effectiveness. <b>(Discussion Director: Leadership) 2.2</b></p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with some effectiveness.</p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with considerable effectiveness.</p>	<p>Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions, with a high degree of effectiveness.</p>
<p><b>READING: Thinking</b> Analyse texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>(Discussion Director's Questions) 1.7</b></p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with some effectiveness.</p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.</p>	<p>Analyse texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with limited effectiveness. <b>(Illustrator) 3.4</b></p>	<p>Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with some effectiveness.</p>	<p>Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with considerable effectiveness.</p>	<p>Produces a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques with a high degree of effectiveness.</p>

<b>ORAL COMMUNICATION:</b> <b>Thinking</b> Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with limited effectiveness. <b>(Group Discussion) 1.5</b>	Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with some effectiveness.	Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with considerable effectiveness.	Develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation, with a high degree of effectiveness.
<b>ORAL COMMUNICATION:</b> <b>Knowledge</b> Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with limited effectiveness. <b>(Group Skills) 1.2</b>	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with some effectiveness.	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with considerable effectiveness.	Demonstrate an understanding of appropriate listening behaviours by adapting active listening strategies to suit a wide variety of situations, including work in groups, with a high degree of effectiveness.
<b>WRITING: Application</b> Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>(Written Work) 2.8</b>	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
<b>READING:</b> <b>Thinking/Communication</b> Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with limited effectiveness. <b>(Reflection) 1.5</b>	Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with some effectiveness.	Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with considerable effectiveness.	Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations, with a high degree of effectiveness.

\* The numbers shown correspond to the Ontario Language Arts Curriculum Grades 1-8 (revised 2006)

I have seen this rubric and am aware my child has this project:

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

If you child does not come prepared for class, or has not completed the required work on time, you will be contacted.