Name:

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| **Assignment elements** | **Indicators** | **A+, A, A-, B+, B, B-, C+, C, C-, D, INC**  **Comments** |
| **Content:**  **Written sections** | * Student demonstrates a **thorough understanding** of the big ideas of the novel through the *three curricular competencies* * *Lens paragraph* shows understanding of topic and **deep insight into how this lens can be applied to the plot and theme** of the book * Student richly supports the themes of the novel with **relevant details, evidence, and direct quotes** (min 2 per dot) * **Depth and breadth** are obvious *as opposed to repetition* * **Critical thought and interpretation are evident** *as opposed to summarizing* * Content demonstrates the ability to **synthesize** learned material and to construct new meaning, to make connections * Student understands the greater significance such as the **“so what”** of the novel * Sell or Slam audio is **convincing with evidence** to support opinion |  |
| **Style, Voice, organization** | * **ideas flow** with a sense of progression that propels the reader along; there is a sense of beginning, middle and end for each written part * the writer is **concise, creative, and persuasive** in their voice * Content and style of writing **suits the format** and purpose |  |
| **Use of Enhancements** | * Objects on the Bento are revealing and creative; **show connection to the themes** of the novel and **go beyond the obvious plot points** * Objects and background on the Bento are **creatively enhanced** (consider visual themes – colour, pattern etc.) * Images used in the Bento are **contextually relevant** and may or may not be symbolic |  |
| **Conventions and mechanics** | * Instructions followed: length; Book Bento dots; blog post; titles; tags * The writing is in the student’s own words * Mechanics of writing are consistent; errors are not distracting; proofreading is evident * Quote formatting is correct |  |

**/30 Summative marks:**