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
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| **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
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| **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
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| **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
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**/30 Summative marks:**