MYP – rubric – Language Arts – Style and Mechanics

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student employs a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication.There is little or no evidence of a register and style that serve the context and intention.There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique. |
| 3-4 | The student employs a limited range of appropriate vocabulary, idiom and sentence structure. There are frequent errors in grammar and syntax, which hinder communication.There is some evidence of a register and style that serve the context and intention.There are frequent errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is some competence in oratory technique. |
| 5-6 | The student generally employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication.The student often uses a register and style that serve the context and intention.Punctuation and spelling/writing are generally accurate; occasional errors sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique. |
| 7-8 | The student employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication.The student consistently uses a register and style that serve the context and intention.Punctuation and spelling/writing are accurate; occasional errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique. |
| 9-10 | The student employs a wide and effective range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication.The student demonstrates mastery of a register and style that serve the context and intention.Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique. |