


Turnitin Rubric Traits, Grades 9-12
Analysis

International Baccalaureate, Middle Years Programme, Year 5
Language and Literature

 **Advanced**

Achievement Level: 7-8


 **Claim and Focus**

Criterion A: Analyzing

The essay **makes a clear claim about the purpose, effectiveness, or message of the text(s) based on the strategies, techniques, or devices of the text(s), using the whole essay to develop the claim and thoroughly address the demands of the prompt.**

The student:

- i. **provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts**
- ii. **perceptively analyses the effects of the creator's choices on an audience**
- iii. **gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology**
- iv. **perceptively compares and contrasts by making extensive connections in features across and within genres and texts.**

 **Organization**

Criterion B: Organizing

The essay **incorporates effective transitions and an organizational structure that enhances the analysis.** The essay **includes an effective introductory paragraph and a concluding statement.**

The student:


- i. **makes sophisticated use of organizational structures that serve the context and intention effectively**
- ii. **effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way**
- iii. **makes excellent use of referencing and formatting tools to create an effective presentation style.**

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 **Analysis and Evidence**

Criterion C: Producing Text

The essay **cites the most appropriate and valid evidence to support its claim** and **fully explains how the evidence cited leads to the message and/or purpose of the text(s)**. The essay **demonstrates insightful reasoning** and full understanding of the strategies of the text(s).

The student:

- i. **produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas**
- ii. **makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience**
- iii. **selects extensive relevant details and examples to develop ideas with precision.**

 **Language and Style**

Criterion D: Using Language

The essay has an **established, formal style** and **objective tone that is maintained throughout**. The essay **uses mostly correct, varied sentence structure** and **uses precise language and domain-specific vocabulary** in a way that addresses the complexity of the topic. **Few errors are present, and they do not interfere with meaning.**

The student:


- i. **effectively uses a range of appropriate vocabulary, sentence structures and forms of expression**
- ii. writes and speaks in a consistently appropriate register and style that serve the context and intention
- iii. **uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective**
- iv. spells/writes and pronounces with a high degree of accuracy; **errors are minor and communication is effective**
- v. makes effective use of appropriate non-verbal communication techniques.

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International Baccalaureate, Middle Years Programme, Year 5
Language and Literature

 Proficient

Achievement Level: 5-6


 Claim and Focus

Criterion A: Analyzing

The essay **makes a clear claim about the purpose, effectiveness, or message of the text(s)**. The essay maintains a focus on the text(s), but may stray at times from developing the claim. If more than one text is being analyzed, the **essay demonstrates a good balance between or among the texts and addresses the demands of the prompt**.

The student:

- i. **competently analyzes the content, context, language, structure, technique, style of text(s) and the relationship among texts**
- ii. **competently analyzes the effects of the creator's choices on an audience**
- iii. **sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology**
- iv. **evaluates similarities and differences by making substantial connections in features across and within genres and texts.**

 Organization

Criterion B: Organizing

The essay's **transitions and structure make the essay clear and easy to follow**. The essay **includes an introductory paragraph or statement, as well as a concluding paragraph or statement**.

The student:


- i. **makes competent use of organizational structures that serve the context and intention**
- ii. **organizes opinions and ideas in a coherent and logical manner with ideas building on each other**
- iii. **makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.**

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 Proficient

Achievement Level: 5-6


 Analysis and Evidence

Criterion C: Producing Text

The essay **cites appropriate evidence to support its claim** and **follows up evidence with explanations of how it works to achieve the author's message**. Summary, if present, is balanced with analysis. The essay **demonstrates some reasoning and a basic understanding of the text's or texts' strategies**.

The student:

- i. **produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas**
- ii. **makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience**
- iii. **selects sufficient relevant details and examples to develop ideas.**

 Language and Style

Criterion D: Using Language

The essay has an **established, formal style that is maintained throughout**. The writing **uses mostly correct, varied sentence structure** and **generally uses precise language and domain-specific vocabulary** in a way that **generally addresses the complexity of the topic**. The essay **may have some errors, but they do not interfere with meaning**.

The student:

- i. **uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently**
- ii. **writes and speaks competently in a register and style that serve the context and intention**
- iii. **uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication**
- iv. **spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication**
- v. **makes sufficient use of appropriate non-verbal communication techniques.**

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International Baccalaureate, Middle Years Programme, Year 5 Language and Literature

Developing

Achievement Level: 3-4

Claim and Focus

Criterion A: Analyzing

The essay **makes a claim about the text(s), but may not connect the claim to the strategies, techniques, or devices of the text(s)**. The essay may maintain focus on the text(s), but not the analysis (or vice versa). **If more than one text is being analyzed, the writer may neglect one or more and may not address the demands of the prompt.**

The student:

- i. **provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts**
- ii. **provides adequate analysis of the effects of the creator's choices on an audience**
- iii. **justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology**
- iv. **evaluates some similarities and differences by making adequate connections in features across and within genres and texts.**

Organization

Criterion B: Organizing

The essay's **transitions and structure may interfere with a full understanding of the writer's claim**. The essay includes an **attempt at an introduction/introductory statement and/or conclusion/concluding statement**.

The student:

- i. **makes adequate use of organizational structures that serve the context and intention**
- ii. **organizes opinions and ideas with some degree of coherence and logic**
- iii. **makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.**

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International Baccalaureate, Middle Years Programme, Year 5 Language and Literature

Developing

Achievement Level: 3-4

Analysis and Evidence

Criterion C: Producing Text

The essay relies too heavily on summary and **offers only vague analysis to support its claim and evidence** is **not followed up with analysis**. The essay **demonstrates very little reasoning**, and instead includes assertions about the text's or texts' strategies.

The student:

- i. **produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas**
- ii. **makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience**
- iii. **selects some relevant details and examples to develop ideas.**

Language and Style

Criterion D: Using Language

The essay **attempts to establish a formal style** that may not be maintained throughout. The essay **attempts to vary sentence structure** and **uses some precise language that may be domain-specific**, but may **address the complexity of the topic inconsistently**. The essay **contains some errors that may, at times, interfere with meaning**.

The student:


- i. **uses an adequate range of appropriate vocabulary, sentence structures and forms of expression**
- ii. **sometimes writes and speaks in a register and style that serve the context and intention**
- iii. **uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication**
- iv. **spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication**
- v. **makes some use of appropriate non-verbal communication techniques.**

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 **Emerging**


Achievement Level: 1-2

 **Claim and Focus**

Criterion A: Analyzing

The essay **does not have a claim about the text or about the strategies, techniques, or devices of the text(s)**, but may instead offer overly general facts as a claim. **The essay does not develop a claim throughout the essay and does not address the demands of the prompt.**

- The student:
- i. **provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts**
 - ii. **provides limited analysis of the effects of the creator's choices on an audience**
 - iii. **rarely justifies opinions and ideas with examples or explanations; uses little or no terminology**
 - iv. **evaluates few similarities and differences by making minimal connections in features across and within genres and texts.**

 **Organization**

Criterion B: Organizing

The **lack of transitions and structure** make the essay **hard to follow**. The essay is **missing an introduction or conclusion** of any kind.


- The student:
- i. **makes minimal use of organizational structures though these may not always serve the context and intention**
 - ii. **organizes opinions and ideas with a minimal degree of coherence and logic**
 - iii. **makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.**

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 Emerging

Achievement Level: 1-2


 Analysis and Evidence

Criterion C: Producing Text

The essay **does not use evidence from the text(s) for the purpose of analysis**. The essay may **incorporate summary without analysis, neglecting to focus on the features of the text(s)**.

The student:

- i. **produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas**
- ii. **makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience**
- iii. **selects few relevant details and examples to develop ideas.**

 Language and Style

Criterion D: Using Language

The essay **does not establish and/or maintain a formal style**. The essays uses little variety in sentence structure, and the **language is general and not domain-specific**. The essay **contains errors that interfere with meaning**.

The student:

- i. **uses a limited range of appropriate vocabulary and forms of expression**
- ii. **writes and speaks in an inappropriate register and style that do not serve the context and intention**
- iii. **uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication**
- iv. **spells/writes and pronounces with limited accuracy; errors often hinder communication**
- v. **makes limited and/or inappropriate use of non-verbal communication techniques.**

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“Something is Missing”

Achievement Level: 0

There seems to be **something missing from your analysis**. Here’s how to fix it:

- Go back to the prompt and review the task
- State your claim about the topic
- Include evidence from the text(s) and explain how it supports your claim.

The student **does not reach a standard described by any of the descriptors**.