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| --- | --- | --- | --- | --- |
| **Criteria** | **Grade**  **4** | **Grade**  **3** | **Grade**  **2** | **Grade**  **1** |
| **Creativity** | Student displayed strong versatility in presenting the methods chosen | Student was able to express ideas presented in a unique way | The student struggled with finding a creative method to expess main ides. | The student made no effort to use creative methods showing little interest in objective. |
| **Context** | the student displays exceptional cohesiveness in terms of the main idea. | The student shows a good understanding of the main idea but needs to be more elaborate | The student lacks expression of the main idea but has put forth an honest effort in conveying a message to the editor | The student exhibits little to no knowledge in formulating a main idea or concepts in the texts. |
| **Supportive**  **Evidence** | The student validates key points using both text in contrast in all conventions. | The student makes claims using referenced texts in some conventions. | The student uses very little reference to base claims presented in conventions. | The students claims are unfounded with no supportive evidence to reference. |
| **Conventions** | The students showed outstanding knowledge in convention formats. | The student displayed a solid understanding using conventions. | The student made an effort to relay the proper format in using conventions. | The student has made no attempt to properly format conventions. |
| **Grammar** | very few grammatical errors and and shows sequential thought patterns consistent with chosen convention |  |  |  |

**Context** – How well does the student conveys his/her main idea?

**Supportive** **Evidence** – Does the student use evidence (i.e. quotes) from the text to support the main idea?

**Conventions** – How well does the student follow the format normally used for that particular platform (i.e. using hashtag for twitter)?

**Grammar** – Are there any grammatical errors?