

# PROTEST SONG EVALUATION GRID

FAMILY NAME, GIVEN NAME \_\_\_\_\_

GROUP \_\_\_\_\_

(COMPETENCY: PRODUCES TEXTS FOR PERSONAL AND SOCIAL PURPOSES.)

CRITERIA		ADVANCED COMPETENCY DEVELOPMENT	THOROUGH COMPETENCY DEVELOPMENT	ACCEPTABLE COMPETENCY DEVELOPMENT	PARTIAL COMPETENCY DEVELOPMENT	MINIMAL COMPETENCY DEVELOPMENT
<b>Use of Argumentative styles</b>	Individual grade  <u>15</u>	<u>15 - 14 - 13</u> The ideas are <b>very well</b> developed and coherent. The student uses various argumentative styles.	<u>12-11</u> The ideas are <b>well</b> developed and coherent. The student uses various argumentative styles.	<u>10-9</u> The ideas are <b>briefly</b> developed and coherent. The student uses some argumentative styles.	<u>8-7-6</u> Many ideas are <b>imprecise, superfluous or incoherent.</b>	<u>5 or less</u> The ideas presented <b>do not respect</b> the writing assignment.
<b>Vocabulary</b>	Individual grade  <u>20</u>	<u>20-19-18</u> Words used are <b>precise, varied and thought-provoking.</b>	<u>17-16-15</u> Words used are <b>correct, varied and precise on occasion.</b>	<u>14-13-12</u> Words used are <b>simple and precise on occasion.</b>	<u>11-10-9-8</u> Words used are <b>imprecise or repetitive.</b>	<u>7 or less</u> Words used are <b>very often imprecise or repetitive.</b>
<b>Song characteristics</b>	Individual grade  <u>15</u>	<u>20-19-18</u> The metre is always symmetrical.  Rhymes are often rich (3 phonemes) or sufficient (2 phonemes).	<u>17-16-15</u> The metre is always symmetrical.  Rhymes are sometimes rich (3 phonemes) or sufficient (2 phonemes).	<u>14-13-12</u> La métrique est The metre is almost always symmetrical.  Rhymes are often flat (1 phoneme).	<u>11-10-9-8</u> The metre is rarely symmetrical.  Rhymes are always flat (1 phoneme) and sometimes absent.	<u>7 or less</u> The metre is not symmetrical.  There are no rhymes.

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<b>Use of Literary Devices</b>	Individual grade  <b>25</b>	<b>20-19-18</b>  Presence of two original comparisons and two original metaphors. Presence of at least three assonances or alliterations. Presence of three additional literary devices (student's choice).	<b>17-16-15</b>  Presence of one original comparison and one original metaphor. Presence of two assonances or alliterations. Presence of two additional literary devices (student's choice).	<b>14-13-12</b>  Presence of one comparison and one metaphor. Presence of one assonance or alliteration. Presence of one additional literary device (student's choice).	<b>11-10-9-8</b>  Presence of one comparison and one metaphor.	<b>0</b>  Literary devices are absent.
	<b>Respects spelling and grammar norms</b>	Individual grade  <b>15</b>	<b>15</b> 0-2 error(s) <b>14</b> 3-5 errors <b>13</b> 6-8 errors	<b>12</b> 9-10 errors <b>11</b> 11-12 errors <b>10</b> 13-14 errors	<b>9</b> 15-17 errors <b>8</b> 18- 20 errors	<b>7</b> 21-23 errors <b>6</b> 24-28 errors
<b>Presentation</b>	Individual grade  <b>10</b>	The text is <b>particularly readable</b> and the presentation is <b>neat</b> .	The text is <b>readable</b> and the presentation is <b>neat</b> .	The text is <b>generally readable</b> and the presentation is <b>acceptable</b> .	The text is <b>sometimes difficult to read</b> and the presentation is <b>not very neat</b> .	The text is <b>difficult to read</b> and the presentation is <b>not very neat or dirty</b> .