

## Commercial Grade

Name of group member: \_\_\_\_\_

CRITERION C		SPEAKING - COMMERCIAL
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>limited range</b> of vocabulary (No e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>limited range</b> of grammatical structures with <b>many</b> errors, which <b>often</b> hinder communication
2 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>limited</b> relevant information. (Very little information from the script is presented throughout the commercial)
3 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>basic range</b> of vocabulary (Very little e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication
4 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>some</b> relevant information. (Some information from the script is presented throughout the commercial)
5 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>range</b> of vocabulary (Some e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>range</b> of grammatical structures with a <b>few</b> errors, which <b>do not</b> hinder communication
6 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with a <b>few</b> errors. However, these <b>do not</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>most</b> relevant information. (Most components of the script are presented throughout the commercial)
7 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>wide range</b> of vocabulary (Specific E-waste vocabulary is used and explained throughout)
	ii <input type="checkbox"/>	uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>
8 <input type="checkbox"/>	iii <input type="checkbox"/>	uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b>
	iv <input type="checkbox"/>	communicates all or <b>almost all</b> the required information <b>clearly and effectively</b> . (All components of the script are clearly presented throughout the commercial)

Comments:

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CRITERION D		WRITING - SCRIPT
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>limited range</b> of vocabulary (No e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication
	iii <input type="checkbox"/>	organizes <b>some</b> information in a <b>recognizable</b> format using <b>some basic</b> cohesive devices
2 <input type="checkbox"/>	iv <input type="checkbox"/>	communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context. (Few components from the script are complete and are not clearly presented)
3 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>basic range</b> of vocabulary (Very little e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication
	iii <input type="checkbox"/>	organizes information in a <b>recognizable</b> format using <b>a range of basic</b> cohesive devices
4 <input type="checkbox"/>	iv <input type="checkbox"/>	communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context. (Some elements from the script are complete and can be somewhat understood by the teacher)
5 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>range</b> of vocabulary (Some e-waste specific vocabulary is used)
	ii <input type="checkbox"/>	uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication
	iii <input type="checkbox"/>	organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices
6 <input type="checkbox"/>	iv <input type="checkbox"/>	communicates <b>most</b> relevant information with <b>a sense</b> of audience and purpose to suit the context. (Most elements from the script are complete and mostly understood by the teacher)
7 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>wide range</b> of vocabulary (Specific E-waste vocabulary is used and explained throughout)
	ii <input type="checkbox"/>	uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>
	iii <input type="checkbox"/>	organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and complex</b> cohesive devices
8 <input type="checkbox"/>	iv <input type="checkbox"/>	communicates all or <b>almost all</b> the required information with <b>a clear sense</b> of audience and purpose to suit the context. (All components of the script are complete and clearly understood by the teacher)

Comments:

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