

# C2+C3 Reinvests Understanding of Texts to Write and Produce Texts

## Unit 1: Commemorating Someone with an Inspiring Story

Evaluation Criterion C2: Use of knowledge from texts in a reinvestment task

Task Requirements	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement
<p>Select, organize and adapt relevant information from various texts to:</p> <ul style="list-style-type: none"> <li>write a text in order to convince the authorities to commemorate the selected person</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>produce a media presentation that illustrates understanding.</li> </ul>	<p>Your text and media production reinvested understanding in a way that showed <b>insightful</b> comprehension beyond expectations.</p> <p>Deviations from the expectations had no impact on the overall effectiveness of the product.</p>	<p>Your text and media production reinvested understanding in a <b>thorough</b> way that showed the expected level of comprehension.</p> <p>Deviations from the expectations were rare and only had minor impacts on the effectiveness of the product.</p> <p><a href="#">Example of expected text.</a> <a href="#">Example of expected media production.</a></p>	<p>Your text and media production reinvested understanding in an acceptable manner that partially meet expectations.</p> <p>Deviations from the expectations had an impact on the effectiveness of the product.</p>	<p>Your text and media production leave the audience confused or misinformed.</p> <p>Deviations from the expectations had a significant impact on the effectiveness of the product.</p>	<p>You did not submit a complete task.</p> <p><b>OR</b></p> <p>You reinvested too little content from the texts</p> <p><b>OR</b></p> <p>Your reinvesting shows poor understanding of the texts or the task requirements</p> <p><b>OR</b></p> <p>Your reinvestment is mostly irrelevant to the task.</p>
<b>Grade:</b>	<b>100-95-90</b>	<b>89-85-80</b>	<b>79-75-65</b>	<b>55-45</b>	<b>44-30</b>

Special Cases: 0/100 if most of the product is incomprehensible to an English-speaking person OR if a large portion of the product is copied from the texts provided.

Based on [MEES 2016 C2 Rubric](#)

**Comments:**

### C3 Evaluation Criteria: Content of the message and Formulation of the message

Task Requirements	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement
<p><i>Organize your written content and build a case for your inspiring person that will convince the authorities to accept your commemoration proposal.</i></p>	<p><i>You organized and built your text in a strong and truly convincing way. Your ideas were skillfully organized and you developed <b>strong arguments that were well justified.</b></i></p> <p style="text-align: center;"><b>25 points</b></p>	<p><i>You organized and built your text in a convincing way. Your ideas were <b>mostly well organized and developed showing justified arguments.</b></i> <i><a href="#">Example of expected text.</a></i></p> <p style="text-align: center;"><b>20 to 23 points</b></p>	<p><i>You organized and built your text in an uneven or basic manner.</i></p> <p><i><b>Some</b> of your ideas were poorly organized, developed or justified showing <b>some weaker arguments.</b></i></p> <p style="text-align: center;"><b>15 to 18 points</b></p>	<p><i>You organized and built your text in a way that could hardly convince authorities.</i></p> <p><i><b>Most</b> of your ideas were poorly organized, developed or justified, thus <b>showing or lacking even weak arguments.</b></i></p> <p style="text-align: center;"><b>OR</b></p> <p><i>Your text contained misinformation or was meandering or disjointed.</i></p> <p style="text-align: center;"><b>10 to 13 points</b></p>	<p><i>Your text did not address authorities or the commemoration project.</i></p> <p style="text-align: center;"><b>OR</b></p> <p><i>It was not written as a proposition and does not support a commemoration project.</i></p> <p style="text-align: center;"><b>0 points</b></p>
<p><i>Use a language repertoire that ensures clarity of text for the audience use correct vocabulary, mechanics and grammatical structure.</i></p>	<p><i>Some errors may be present but they did not impede readability or understanding.</i></p> <p style="text-align: center;"><b>25 points</b></p>	<p><i>Some errors or awkward structures may impede the readability but not understanding.</i></p> <p style="text-align: center;"><b>20 to 23 points</b></p>	<p><i>Errors or awkward structures <b>sometimes</b> impeded readability and understanding, but text was understood with <b>some</b> interpretation.</i></p> <p style="text-align: center;"><b>15 to 18 points</b></p>	<p><i>Errors or awkward structures <b>repeatedly</b> impeded readability or understanding, but text was understood with <b>considerable</b> interpretation.</i></p> <p style="text-align: center;"><b>10 to 13 points</b></p>	<p><i>Errors or awkward structures <b>repeatedly</b> impeded understanding. <b>Most of the text</b> was understood with <b>considerable</b> interpretation.</i></p> <p style="text-align: center;"><b>8 points</b></p>

*Based on MEES Competency 3 Rubric*

*Readability is impeded when the reader has to slow down but does not have to stop reading. Understanding is impeded when the reader has to either stop reading to figure out what the student meant or reread a passage to understand it.*

**Comments:**