

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

Unit: Where Reality and Fiction Meet

Based on texts covering current events, imagine and write a summary of your own dystopian allegory, then explain your choices.

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

Task Requirements	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement	Overall Achievement
<ul style="list-style-type: none"> ● <i>Select, organize and adapt relevant information from the provided texts to create a dystopian allegory.</i> ● <i>Explain* the different reinvested elements in your story (the symbols you used, for example).</i> ● <i>*Orally or in writing</i> 	<p><i>You selected, organized and adapted relevant information from both texts to create a dystopian allegory.</i></p> <p><i>Combined with your allegory, your explanations show insightful understanding of the texts.</i></p>	<p><i>Your text and media production reinvested understanding in a thorough way that showed the expected level of comprehension.</i></p> <p><i>Deviations from the expectations were rare and only had minor impacts on the effectiveness of the product.</i></p> <p><u>Example of text meeting expectations.</u></p> <p><u>Example of explanations meeting expectations.</u></p>	<p><i>You selected, organized and adapted some relevant information from both texts to create a dystopian allegory.</i></p> <p><i>Combined with your allegory, your explanations show partial understanding of the texts</i></p>	<p><i>You selected, organized and adapted some information from both texts to create a dystopian allegory.</i></p> <p><i>Combined with your allegory, your explanations show a lack of understanding of the texts.</i></p>	<p><i>You did not submit a complete task.</i></p> <p>OR</p> <p><i>Combined with your allegory, your explanations show an overall misunderstanding of the texts and/or the task requirements</i></p> <p>OR</p> <p><i>Your reinvestment is mostly irrelevant to the task.</i></p>
Grade:	100-95-90	89-85-80	79-75-65	55-45	44-30

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>Choose and organize your ideas to write a summary of your dystopian story that is suitable for people 13 years and older.</p>	<p>You skillfully organized and developed your your summary:</p> <p>You gave a very clear overview of what your story is about;</p> <p>You skillfully revealed the essential elements of your story;</p> <p>You have hooked the audience.</p> <p>Example of text exceeding expectations.</p> <p>25 points</p>	<p>You adequately organized and built your summary:</p> <p>You gave a clear overview of what your story is about;</p> <p>You revealed the essential elements of your story;</p> <p>You captured the audience's interest.</p> <p>20 to 23 points</p>	<p>You organized and built your summary in a basic or uneven manner:</p> <p>You gave a general idea of what your story is about;</p> <p>Many essential elements of your story were missing or simply listed;</p> <p>Your text was difficult to understand for your audience.</p> <p>15 to 18 points</p>	<p>You organized and built your summary in a way that was hard to understand.</p> <p>You gave a vague idea of what your story is about;</p> <p>Most essential elements of your story were missing or simply listed;</p> <p>Your text could confuse the audience or was hard to understand;</p> <p>10 to 13 points</p>	<p>Your summary failed to reveal essential elements of the story.</p> <p>OR</p> <p>It was not written as a summary.</p> <p>0 points</p>
<p>Use a language repertoire that ensures clarity of text for the audience, use correct vocabulary, mechanics and grammatical structures.</p>	<p>Some errors may be present but they did not impede readability or understanding.</p> <p>25 points</p>	<p>Some errors or awkward structures may impede the readability but not understanding.</p> <p>20 to 23 points</p>	<p>Errors or awkward structures sometimes impeded readability and understanding, but text was understood with some interpretation.</p> <p>15 to 18 points</p>	<p>Errors or awkward structures repeatedly impeded readability or understanding, but text was understood with considerable interpretation.</p> <p>10 to 13 points</p>	<p>Errors or awkward structures repeatedly impeded understanding. Most of the text was understood with considerable interpretation.</p> <p>8 points</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: