**IB Lang/Lit Written Paper 1 Rubric** **Writer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Text 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Reviewer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Text 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_ / 20 (Total Score) = \_\_\_\_\_\_%**

**A. Understanding and Comparison of the Texts**  **\_\_\_\_\_/ 5**

--To what extent does the analysis show the similarities and differences between texts?

--To what extent does the analysis show the understanding of the texts, their type and purpose, and their possible contexts (for example, cultural, temporal, relation to the audience)

--Are the comments supported by well-chosen references to the text?

* **(0)** does not meet standards described below
* **(1)** There is little understanding of the context and purpose of the texts and their similarities or differences; summary predominates and observations are rarely supported by references to the texts
* **(2)** There is some understanding of the context and purpose of the texts and the similarities or differences between/among them; observations are generally supported by references to the texts
* **(3)** There is adequate understanding of the texts, their possible context and purpose, and the similarities or differences between/among them; comments are included, as well as observations that are generally supported by references to the texts
* **(4)** There is a good understanding of the texts, their context and purpose, and the similarities or differences between/among them; comments are mostly supported by well-chosen references to the texts
* **(5)** There is excellent understanding of the texts, their context and purpose, and the similarities or differences between/among them; comments are fully supported by well-chosen references to the texts

**Evidence or Criti que:**

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**B. Understanding of the Use and Effects of Stylistic Features**  **\_\_\_\_\_/ 5**

--To what extend does the comparative analysis show awareness of how stylistic features of text, such as language, structure, tone, technique and style, are used to construct meaning?

--To what extent does the comparative analysis show appreciation of the effects of stylistic features (including the features of visual texts) on the reader?

* **(0)** the work does not reach the standards described
* **(1)** There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader.
* **(2)** There is some awareness of the use of stylistic features, with a few references illustrating of their effects on the reader.
* **(3)** There is adequate awareness of the use of stylistic features and understanding of their effects on the reader.
* **(4)** There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader.
* **(5)** There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader.

**Evidence or Critique:** Write down candidate’s evidence of text.

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**C. Organization and Argument** **\_\_\_\_\_/ 5**

--How well organized and coherent is the task?

--How balanced is the comparative analysis? (equal treatment of texts)

* **(0)** the work does not reach the standards described
* **(1)** little organization, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment to the other.
* **(2)** some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial.
* **(3)** The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development.
* **(4)** The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development
* **(5)** the comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development

**Evidence or Critique:** Write down candidate’s evidence of how the oral is organized.

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**D. Language** **\_\_\_\_\_/ 5**

How clear, varied and accurate is the language?

How appropriate is the choice of register (tone, vocabulary, sentence structure, and terminology appropriate to the task) and style?

* **(0)** the work does not meet the standards described
* **(1)** Language is rarely clear and appropriate; there are many errors in grammar, vocabulary, and sentence structure and little sense of register and style
* **(2)** Language is sometimes clear and carefully chosen; grammar, vocabulary, and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task
* **(3)** Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
* **(4)** Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
* **(5)** Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

**Evidence or Critique:** Write down candidate’s evidence of how presenter uses language.

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