ENGLISH TEN CHILDREN’S BOOK EVALUATION NAME(S) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Level One | Level Two | Level Three | Level Four |
| B10 Apply the ideas learned through studying the children’s book | Missing more than one element in the planning process. | Missing one element in the planning process. | Application of plot, conflict and setting are fully demonstrated in the planning process. Characters traits are effectively demonstrated through drawings and/or description. | Application of plot, conflict, setting and character traits are extremely detailed in the form of drawings, diagrams and descriptions. |
| B12 Can explain how illustrations construct meaning | No evidence of connection between illustrations and frames. | Some explanation but fewer than 8 purposes used. | Some indication of connections but could benefit from more clarity. Uses all 8 studied. | Fully explains how each illustration adds to the story in terms of setting, mood, character relationships, irony, stereotypes, action, theme, plot, character emotions, and suggesting word meaning. |
| C3 Write effective imaginary texts to develop ideas and information to engage and entertain | Two or more of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) are not present and/or are not clearly developed. No apparent theme. | One of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) is not present and/or clearly developed. Theme is engaging but not yet clear. | All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed.  Clear theme supported by plot and illustrations. | All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are exceptionally well developed. Original theme.  Your story should be published! |
| C4 Create thoughtful representations that communicate ideas and information to describe, explain and engage | Illustrations need more details and attention to visual appearance.  The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. | Would benefit from neater illustrations, more colour, or improved page layout.  The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | Some Illustrations convey important details and/or emotion that contribute to the story.  Illustrations are neat and visually pleasing throughout the entire work.  The final draft of the story is readable, neat and attractive, but lacks overall professionalism of presentation. | All Illustrations convey important details and/or emotion that enhance and contribute to the story. Illustrations are neat and exceptionally creative throughout the entire work.  The final draft of the story is readable, clean, neat and attractive. |
| C12 Use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry | Overly simple and/or awkward sentence structure, but some sentences may not be correct.  No use of devices or experimentation with language. Straightforward or overly simple. | Some variety in sentence structure and length.  Would benefit from using at least one of the following: alliteration, hyperbole, rhyme, or onomatopoeia. | Uses a variety of sentence lengths and types for effect.  Some experimentation with language but would benefit from use of more devices.  Appropriate language for grade level. | Rich variety in sentence structure and length. Goes beyond basic use of the language. Sentences are correct and complete.  Uses transitional words effectively. Developmentally appropriate language for a children’s book. Incorporates literary devices to enhance meaning Illustrations fully support and add meaning to words  Experiments with language for effect. |
| C13 Organization of ideas and information | Ideas seem to be randomly arranged.  The font and legibility of the text interfere with and disrupt the communication of ideas to the reader. | The story is a little hard to follow. The transitions are sometimes not clear.  The font and legibility of the text interfere with but do not disrupt the communication of ideas to the reader. Font needs to be bigger. | The story is pretty well organized. One idea may seem out of place. Clear transitions are used.  The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.  Used font for effect. | The story is very well organized. One idea follows another in a logical sequence with clear transitions where necessary.  The font and legibility of the text enhance communication of ideas to the reader and this is consistent throughout the work. |
| C14 Mechanics – punctuation, grammar, etc. | Many mechanical errors. Major revisions required. | 3-4 errors especially in spelling or comma splices. | 1-2 minor errors which do not impede flow or meaning. | Error-free |