**Marking Criteria- Writing Tasks**

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|  | **1. Audience** |  | **2. Text Structure** |  | **3. Ideas** |
| 0 | - symbols or drawings  - Limited writing | 0 | - no evidence of any structural components or a persuasive text.  - not written as a **recount**.  **(orientation, sequence of events and conclusion)** | 0 | - no evidence or insufficient evidence |
| 1 | - contains simple written content.  - text is very short. OR  - a longer text (more than one sentence) where meaning is difficult to make meaning of OR  - copied material, including prompt topic | 1 | - minimal evidence of suitable structure  - structural components not clearly identifiable  OR  - one component only, eg: an introduction or body. | 1 | - text contains one idea  OR  - ideas appear unrelated to each other.  OR  - ideas are unrelated to topic on prompt. |
| 2 | - provides some information to support reader understanding.  - shows basic awareness/ attempt to orient reader. | 2 | - text contains two clearly identifiable structural components. OR  - all components are present but weak.  \*introduction **OR** conclusion must be separate to body. | 2 | - one idea with simple elaboration.  OR  -ideas are few and related but not elaborated.  OR  -many simple ideas that are related but not elaborated. |
| 3 | - orients the reader (who, what, when, where, why)  -text can be followed fairly easily. | 3 | - text contains an introduction, a sequence of events and conclusion. OR  - detailed longer text with two developed components and one weaker component. | 3 | - ideas are supported with some elaboration.  OR  - many unelaborated ideas that relate to argument (four or more)  OR  - one idea with more developed elaboration. |
| 4 | - supports reader understanding. AND  - begins to engage and persuade reader through language choices Examples:  Basic similes, metaphors. | 4 | - Text is easily to follow and complete argument.  - all components are well developed:  - introduction with clear position statement.AND  - body with ***sequence of events*** reasons and detailed supporting evidence. AND  - conclusion that reinforces the writer’s position. | 4 | - ideas are elaborated (detailed) and  - allow the reader to make sense of the text/ writer’s position and context. |
| 5 | -more engaging and persuades the reader through deliberate language choices and persuasive techniques.  **Examples**: similes, metaphors, personifications, alliterations, punctuation etc. |  |  | 5 | -All ideas are elaborated  - All ideas highly persuasive and/ or evaluative (emotions). |
| 6 | - Very engaging  - Establishes strong, credible voice.  - crafts writing to influence reader by precise and sustained language choices and persuasive techniques  -takes readers’ values and expectations into account. |  |  |  |  |

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|  | **4. Persuasive/Evaluative Devices** |  | **5. Vocabulary** |  | **6. Cohesion (joining sentences and paragraphs)** |
| 0 | - no evidence or insufficient evidence | 0 | - symbols or drawings | 0 | - symbols or drawings |
| 1 | - uses a statement/s or personal opinion. (May appear confused.)  OR  - uses one or two instances or persuasive/ evaluative device (author reflect on the event)  Eg: I had a great time! | 1 | -very short script | 1 | - Simple links EG: and, then  - links in sentences/ paragraphs are missing or incorrect  - short script  - often confusing for the reader |
| 2 | - uses **three or more** instances of persuasive/evaluative devices throughout the writing. | 2 | - **few content words** (EG: Netball: obstruction, defender, intercept)  - may include two or three precise words or word groups (EG: nouns, verbs, adjectives) | 2 | - some correct links between sentences  OR  - longer text with cohesion controlled in parts  - reader may occasionally need to re-read and provide their own links to clarify meaning. |
| 3 | - Persuasive/ evaluative devices are present, effective but not sustained  (may also include some ineffective use) | 3 | - **four or more** precise words or word groups | 3 | - Sentences flow using conjunctions (and, then, but, however, because, although etc)  - Paragraphs in sequential order and shown using timing words (Then, after dinner, before, lunch, the next day).  - supports reader understanding.  - meaning is clear on first reading and text flows well in a sustained piece of writing. |
| 4 | - sustained and effective use of persuasive devices. (1 page of writing) | 4 | - **sustained and consistent** use of precise words and word groups that enhance the meaning | 4 | - a range of cohesive devices is used correctly  - Improves reading and support underlying relationships |
|  |  | 5 | - a range or precise and effective words and word groups is used in a fluent and articulate manner.  - language choice is well matched to style of argument. |  |  |
| **VOCABULARY:**  - single nouns: water, award, house, reason  - simple noun groups: a very helpful man, television programs  - single verbs: like, run, need, think  - simple verb groups: did it the proper way, looked around the room  - Adjectives and adverbs: cold, always, really, very, friendly  - simple comparisions: as much as she can, the best teacher I ever had, one of the fastest  - single precise words: citizen, urge, budget, consider, solution, protect, supportive  - modal adejctives and adverbs: ultimate, certain, extreme, possibly, definitely, rarely  - modal groups: it would seem that, it is unlikely that  -technical: habitat, life expectancy, politician, global warming, financial crisis  - nominalisations: probability, likelihood, short sightedness  - figurative language: alliteration, metaphor, simile, personification | | | | | |

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|  | **7. Paragraphing** |  | **8. Sentence Structure** |  | **9. Punctuation** |
| 0 | - no correct use of paragraphing  - script may be a block of text or have random breaks. | 0 | - no evidence of sentences | 0 | - no evidence of correct sentence punctuation |
| 1 | - writing is organised into paragraphs that are mainly focused on one idea or set of like ideas to assist the reader to digest chunks of text.  - contains at least one correct paragraph break. | 1 | - some correct formation of sentences  - some meaning can be construed | 1 | - correct use of:  capital letters to start sentences OR  full stops to end sentences.  - punctuation is minimal and of little assistance to the reader |
| 2 | - all paragraphs are focused on one idea or set of like ideas.  - at least one paragraph is logically constructed and contains a topic sentence and supporting detail. | 2 | - correct sentences are mostly simple and/or compound sentences.  EG Simple sentences: I went to the shops. It was fun.  - meaning is predominantly clear. | 2 | - some correct use of sentence level punctuation (at least two accurately punctuated sentences – beginning and end)  OR  - one correctly punctuated sentence AND some other punctuation correct where it is required |
| 3 | - paragraphing supports argument  - paragraphs are ordered | 3 | - most simple and compound sentences are correct  AND  - some complex sentences are correct  EG: Despite the rain and hail, the spectators still rallied behind the competitors.  - meaning is mostly clear | 3 | - sentence level punctuation mostly correct (minimum 80% of five sentences punctuated correctly) AND some other correct punctuation (two or more different examples of other punctuation)  OR  - accurate sentence punctuation with correct noun capitalisation and no stray capitals ( four or more sentences) |
|  |  | 4 | - most simple, compound and complex sentences are correct  OR  - all simple, compound and complex sentences are correct but do not demonstrate variety.  - meaning is clear. | 4 | - all sentence punctuation correct (no stray capitals)  AND  - mostly correct use of other punctuation, including noun capitalisation |
|  |  | 5 | - sentences are correct (allow for occasional error in more sophisticated structures)  - demonstrates variety  - meaning is clear and sentences enhance meaning | 5 | - writing contains accurate use of all applicable punctuation (;, . ! “  - provides precise markers to pace and control reading of the text. |
|  |  | 6 | - all sentences are correct  - writing contains controlled and well-developed sentences that express precise meaning and are consistently effective. | 6 |  |

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|  | **10. Spelling** |  |  |  |  |
| 0 | Words are not recognisable. |  |  |  |  |
| 1 | - few examples of correct spelling  - limited evidence (less than 20 words written) |  |  |  |  |
| 2 | - correct spelling of most simple words, some common words (at least 2)  - errors evident in common words |  |  |  |  |
| 3 | - correct spelling of most simple words, most common words (at least 20) |  |  |  |  |
| 4 | - correct spelling of simple words, most common words, some difficult words (at least two)  - incorrect difficult words do not outnumber correct difficult words |  |  |  |  |
| 5 | - correct spelling of simple words, most common words, at least 10 difficult words  - incorrect difficult words do not outnumber correct difficult words |  |  |  |  |
| 6 | - correct spelling of all words  AND  - at least 10 difficult words and some challenging words OR at least 15 difficult words if no challenging words  - allow for a very occasional minor slip (one or two) |  |  |  |  |