**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 identifiableOR- 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 correctAND- some complex sentences are correctEG: 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 correctOR- 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 wordsAND- 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) |  |  |  |  |