**Assessment Pointers: Writing and Creating: Story**

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| **CRITERIA** | **A: Excellent Achievement** | **B: High Achievement** | **C: Satisfactory Achievement** |
| **Text**  **Structure** | Creates an engaging, entertaining or thought-provoking text by drawing on a wide selection of appropriate language features and experimenting with the use of more complex or innovative language features, where appropriate.  Effectively employs a range of creative elements in a narrative to engage readers and influence their response; for example, internal monologue to develop character. | Creates an effective text by drawing on a variety of appropriate language features to convey different levels of meaning.  Employs a range of creative elements in a narrative to engage an audience; for example, through an  attention-grabbing introduction | Creates a text with a variety of language features to make meaning in a text.  Employs creative elements in a narrative, with some inconsistency; for example, an abrupt resolution or partially developed characters. |
| **Language**  **Features** | Makes effective language choices and uses literary terminology appropriately. | Makes appropriate language choices and integrates literary terms correctly. | Makes conventional language choices and uses familiar literary terms. |
| **Spelling and Punctuation** | Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate.  Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate.  Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | Spells common and familiar words accurately.  Uses most common, and some complex, punctuation accurately.  Uses correct punctuation inconsistently. |
| **Editing** | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation. | Monitors and edits own work effectively for accuracy of vocab, spelling, grammar and punctuation to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. |

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| **CRITERIA** | **A:**  **Excellent Achievement** | **B:**  **High Achievement** | **C:**  **Satisfactory Achievement** |
| **Text**  **Structure** | Prepares an effective plan which takes into account the needs of the task.  Constructs an introduction, establishing a clear line of argument with a focused thesis statement that is developed logically in the body of the essay.  Constructs fluent and cohesive paragraphs, using text connectives to organise ideas.  Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance.  Constructs an appropriate conclusion, with clear links to the thesis.  Manipulates text structures to enhance communication, experimenting with unconventional choices to engage or influence a reader. | Lists key points and examples to plan a response.  Constructs a clear introduction that addresses the question or topic and provides a specific focus for discussion in the body of the essay.  Constructs paragraphs that are well developed, using clear topic, developing, supporting and linking sentences,  Incorporates relevant evidence to support points, with a general explanation of its significance.  Constructs a clear conclusion that reinforces key points.  Uses appropriate text structures, incorporating elements from other text types, where relevant, to engage a reader. | Uses a provided template to prepare a plan.  Constructs an introduction that broadly addresses key aspects of the question or topic.  Constructs paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily.  Includes evidence to support points and provides some explanation of its significance.  Concludes with a brief, simple summary of the key points.  Uses appropriate text structures to communicate ideas clearly to a reader. |
| **Language**  **Features** | Expresses ideas fluently and with precision, using a range of sentence structures.  Makes effective language choices and uses literary terminology appropriately.  . | Expresses ideas clearly, using a range of sentence structures.  Makes conventional language choices and uses familiar literary terms. | Expresses ideas clearly, using simple and compound sentences. Uses some complex sentences correctly. Often relies on repetitive structures.  Makes conventional language choices and uses familiar literary terms. |
| **Spelling and Punctuation** | Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate.  Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate.  Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | Spells common and familiar words accurately.  Uses most common, and some complex, punctuation accurately. |
| **Editing** | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation. | Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. |