

Assessment Schedule – Term 4 2023**Literacy: Write texts to communicate ideas and information (32405)****Assessment Criteria**

Outcome 1	Outcome 2
Write meaningful texts for different purposes and audiences.	Use written language conventions to support communication.

Evidence

Question ONE	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question TWO	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question THREE	Answer/Judgement	Outcome	
		1	2
(a)	a) has led		✓
(b)	c) but		✓
(c)	a) Although		✓
(d)	a) to value		✓
(e)	b) lies		✓
(f)	c) in recognition of		✓
(g)	c) "I'm looking forward to working with the SVA team. The last few years have shown the importance of working together as a community. We will continue to help students provide service and support to their communities."		✓
(h)	d) "Volunteering helped us understand that you don't need to have money to make an impact on the environment. If you put your mind towards something, you can achieve it."		✓

Writing rubric	No evidence	Minimal evidence	Weak evidence	Sufficient evidence	Strong evidence
Content Quality of ideas / information and their development. Focus on what is said, rather than how it is said.	No response or limited to a few words or lines.	Idea(s) / information not relevant / appropriate for purpose and audience, and / or lack sufficient detail.	Idea(s) / information show some relevance / appropriateness for purpose and audience. Ideas are simple / straight forward with little development.	Idea(s) / information are relevant and appropriate for purpose and audience. Ideas show evidence of development / elaboration.	Idea(s) / information elaborated with specific details / examples / reasons that work together to build reader understanding.
Language choices Appropriateness for purpose and audience, e.g., sentence types and variety, word choice, and language features.	No response or limited to a few words or lines.	Vocabulary, register, tone, not appropriate for purpose and audience. Sentences overly repetitive.	Vocabulary, register, tone, sentence composition sometimes appropriate for purpose and audience but lack variety / interest / consistency.	Vocabulary, register, tone, sentence composition appropriate for purpose and audience with some variety / interest for the reader.	Vocabulary, register, tone, sentence composition work effectively for purpose and audience.
Structure / organisation Overall flow of ideas across the text as a whole, e.g., connection and coherence.	No response or limited to a few words or lines.	Text structures inappropriate / do not assist reader understanding.	Text structures evident but used inconsistently / inappropriately. Text may lack coherence or require reader to “fill in the gaps”.	Text structures support reader understanding of ideas / information through logical sequencing / linking / paragraphing.	Text structures clearly support the communication of ideas / information to the reader, e.g., overall coherence and cohesion. Paragraphs may be used.
Accuracy Correct use of text conventions, e.g., grammar, punctuation, spelling. Includes correct use of sentence structures, tenses, singular / plural forms, pronouns, and verb forms.	No response or limited to a few words or lines.	Technical errors, e.g., grammar, punctuation, spelling, interfere with meaning / reader understanding.	Text conventions, e.g., grammar, punctuation, spelling, communicate idea(s) / information but require work from the reader.	Text conventions, e.g., grammar, punctuation, spelling, used with sufficient accuracy to communicate idea(s) / information clearly.	A range of text conventions, e.g., grammar punctuation, spelling, used with accuracy and control to communicate idea(s) / information effectively.