

Assessment Schedule – Term 2 2024**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 (Week one | 20–24 May 2024)

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)	ChoiceA – What is the purpose? Who is the audience?		✓
(b)	b_i: ChoiceA – their; b_ii: ChoiceB – they're		✓
(c)	c_i: ChoiceB – whether; c_ii: ChoiceA – everyone		✓
(d)	ChoiceB – You need to plan your writing. Brainstorming your ideas is a good way to start, then your ideas will be more organised before you begin to write.		✓
(e)	e_i: ChoiceB – it's; e_ii: ChoiceA – its		✓
(f)	ChoiceB – begin		✓
(g)	ChoiceD – so		✓
(h)	ChoiceC – Once you have finished your writing, and your response is ready to submit, it is important to check that all your ideas are well supported with relevant details.		✓

Evidence (Week two | 27–31 May 2024)

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_i: ChoiceA – who's; a_ii: ChoiceB – whose		✓
(b)	b_i: ChoiceA – your; b_ii: ChoiceB – you're		✓
(c)	ChoiceD – You might think you have finished, but you should always read what you have written so that you can add in anything you have missed out.		✓
(d)	ChoiceD – chosen		✓
(e)	ChoiceB – Have you answered all parts of the question? Have you proofread your writing to check for errors?		✓
(f)	f_i: ChoiceB – a lot; f_ii: ChoiceA – a part		✓
(g)	ChoiceA – because		✓
(h)	ChoiceC – It's easy to miss out words. Tracking the text with your finger can help identify missing words, although reading the words aloud in your head can also be useful.		✓

Writing rubric	No evidence	Minimal evidence	Weak evidence	Sufficient evidence	Strong evidence
<p>Content Quality of ideas / information and their development. Focus on what is said, rather than how it is said.</p>	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.
<p>Language choices Appropriateness for purpose and audience, e.g., sentence types and variety, word choice, and language features.</p>	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.
<p>Structure / organisation Overall flow of ideas across the text as a whole, e.g., connection and coherence.</p>	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.
<p>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.</p>	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.