

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
<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.