

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. |

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. |

Assessment Schedule for 32405 - Write texts to communicate ideas and information.

| Writing Rubric | No Evidence | Minimal evidence | Weak Evidence | Sufficient Evidence | Strong Evidence |
|--|---|---|---|--|--|
| <p>Content Quality of ideas/information and their development.</p> <p>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 / straightforward 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; 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 (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 (overall coherence and cohesion). Paragraphs may be used. |
| <p>Accuracy Correct use of text conventions (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 (grammar, punctuation, spelling) interfere with meaning / reader understanding. | Text conventions (grammar, punctuation, spelling) communicate idea(s) / information but require work from the reader. | Text conventions (grammar, punctuation, spelling) used with sufficient accuracy to communicate idea(s) / information clearly. | A range of text conventions (grammar punctuation spelling) used with accuracy and control to communicate idea(s) / information effectively. |