Rubric based on the v8.3 Year 7 English Achievement Standard

Achievement Standard	Levels Criteria (Assessable Elements)	A Excellent 1 Advanced	B Good 2 Proficient	C Satisfactory 3 Functional	D Partial 4 Developing	E Minimal 5 Beginning
Receptive: **Listening** **Reading** **Viewing**	Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context	Extensive and sophisticated understanding	Thorough understanding	Sound understanding	Basic understanding	Limited understanding
	Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning	Comprehensive and sophisticated understanding demonstrated	Considerable understanding demonstrated	Credible understanding demonstrated	Partial understanding demonstrated	Limited understanding demonstrated
	Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning	Highly logical and sophisticated explanation with insightful analysis	Mostly logical explanation with perceptive analysis	Adequate logic used for explanation with thoughtful analysis	Some explanation and superficial analysis	With direction
	Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints	Highly effective and comprehensively justified selection	Mostly effective and well-justified selection	Reasonably effective and adequately justified selection	Partially effective selection with some justification	Selection with direction
	Listen for and explain different perspectives in texts	Highly effective and consistent listening and extensively reasoned explanations	Mostly effective listening and well-reasoned explanations	Moderately effective listening and adequately reasoned explanations	Partially effective listening and some reasoning used in explanations	With direction
Productive: **Speaking** **Writing**	Understand how the selection of a variety of language features can influence an audience	Extensive and in-depth understanding	Thorough understanding	Satisfactory understanding	Partial understanding	Minimal understanding
	Understand how to draw on personal knowledge, textual analysis and other sources to	In-depth and sophisticated understanding	Deep understanding	Sound understanding	Some understanding	Little understanding

Rubric based on the v8.3 Year 7 English Achievement Standard

Creating						
express or challenge a point of view						
Create texts showing how language features and images from other texts can be combined for effect	Highly detailed and sophisticated texts created	Detailed texts created	Moderately detailed texts created	Partially detailed texts created	Texts with little detail	
Create structured and coherent texts for a range of purposes and audiences	Highly structured and sophisticated texts created for a diverse range of purposes and audiences	Well-structured texts created for a wide range of purposes and audiences	Adequately structured texts created for an adequate range of purposes and audiences	Partially structured texts created for a restricted range of purposes and audiences	Texts with little structure created for a limited range of purposes and audiences	
Make presentations and contribute actively to class and group discussions, using language features to engage the audience	Highly effective presentations and consistently active contributions using an diverse range of features	Mostly effective presentations and mostly active contributions using a wide range of features	Relatively effective presentations and fairly active contributions using a satisfactory range of features	Partially effective presentations and some contributions using a restricted range of features	Elementary presentations and little active contribution using a limited range of features	
Demonstrate understanding of grammar when creating and editing texts	Comprehensive understanding of grammar	Thorough understanding of grammar	Satisfactory understanding of grammar	Basic understanding of grammar	Limited understanding of grammar	
Use a variety of more specialised vocabulary when creating and editing texts	Insightful and diverse selection of vocabulary	Perceptive and wide selection of vocabulary	Thoughtful and adequate selection	Superficial and narrow selection	Simple and limited selection	
Use accurate spelling and punctuation when creating and editing texts	Highly accurate spelling and punctuation	Mostly accurate spelling and punctuation	Generally accurate spelling and punctuation	Partially accurate spelling and punctuation	Little accuracy in spelling and punctuation	