

Rubric based on the v8.3 Year 9 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	Analyse the ways that text structures can be manipulated for effect	Insightful analysis of the ways that text structures can be manipulated for effect	Perceptive analysis of the ways that text structures can be manipulated for effect	Thoughtful analysis of the ways that text structures can be manipulated for effect	Superficial analysis of the ways that text structures can be manipulated for effect	Analyse, with direction, the ways that text structures can be manipulated for effect
	Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors	Insightful analysis and comprehensive explanation	Perceptive analysis and detailed explanation	Thoughtful analysis and adequate explanation	Partial analysis and some explanation	Limited analysis and little explanation
	Evaluate and integrate ideas and information from texts to form their own interpretations	Comprehensively justified evaluation and highly effective integration	Well-justified evaluation and mostly effective integration	Adequate evaluation and generally effective integration	Partial evaluation and some integration	Limited evaluation and little integration
	Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience	Highly relevant selection of evidence with insightful analysis and comprehensive explanation	Mostly relevant selection of evidence with perceptive analysis and detailed explanation	Reasonably relevant selection of evidence with thoughtful analysis and adequate explanation	Some relevant selection of evidence with partial analysis and basic explanation	Minimal relevance when selecting evidence with limited analysis and little explanation
	Listen for ways texts position an audience	Highly effective and consistent listening	Mostly effective listening	Generally effective listening	Some effective listening	Little effectiveness when listening

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Productive: Speaking Writing Creating	Understand how to use a variety of language features to create different levels of meaning	Extensive and in-depth understanding	Thorough understanding	Satisfactory understanding	Partial understanding	Minimal understanding
	Understand how interpretations can vary by comparing their responses to texts to the responses of others	In-depth and sophisticated understanding	Deep understanding	Sound understanding	Some understanding	Little understanding
	Demonstrate how manipulating language features and images can create innovative texts	Highly effective demonstration	Mostly effective demonstration	Generally effective demonstration	Partially effective demonstration	Simple demonstration
	Create texts that respond to issues, interpreting and integrating ideas from other texts	Highly effective and sophisticated response	Mostly effective response	Moderately effective response	Partially effective response	Response has minimal effectiveness
	Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues	Highly effective presentations and consistently active contributions demonstrating extensively reasoned comparisons and evaluations	Mostly effective presentations and mostly active contributions demonstrating well-reasoned comparisons and evaluations	Moderately effective presentations and fairly active contributions demonstrating adequately reasoned comparisons and evaluations	Partially effective presentations and some contributions demonstrating basic comparisons and evaluations	Elementary presentations and few contributions demonstrating simple comparisons and evaluations
	Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation	Highly efficient editing, discriminating selection of vocabulary and grammar and highly accurate use of spelling and punctuation	Mostly efficient editing, proficient selection of vocabulary and grammar and mostly accurate use of spelling and punctuation	Reasonably efficient editing, credible selection of vocabulary and grammar and generally accurate use of spelling and punctuation	Partially efficient editing, basic selection of vocabulary and grammar and partially accurate use of spelling and punctuation	Limited editing, simple selection of vocabulary and grammar and little accuracy of spelling and punctuation