

Rubric based on the v8.3 Year 10 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	Evaluate how text structures can be used in innovative ways by different authors	Extensively justified and insightful evaluation of how text structure can be used in innovative ways by different authors	Well - justified and perceptive evaluation of how text structure can be used in innovative ways by different authors	Adequately justified and thoughtful evaluation of how text structure can be used in innovative ways by different authors	Partially justified and basic evaluation of how text structure can be used in innovative ways by different authors	Emerging evaluation of how text structure can be used in innovative ways by different authors
	Explain how the choice of language features, images and vocabulary contributes to the development of individual style	Comprehensive and coherent explanation of how the choice of language features, images and vocabulary contribute to the development of individual style	Detailed and clear explanation of how the choice of language features, images and vocabulary contribute to the development of individual style	Adequate and reasonably clear explanation of how the choice of language features, images and vocabulary contribute to the development of individual style	Basic and partially clear explanation of how the choice of language features, images and vocabulary contribute to the development of individual style	Elementary explanation of how the choice of language features, images and vocabulary contribute to the development of individual style
	Develop and justify their own interpretations of texts	Highly skilful development and comprehensive justification their own interpretations of texts	Mostly skilful development and substantial justification their own interpretations of texts	Generally skilful development and adequate justification their own interpretations of texts	Partially skilful development and basic justification their own interpretations of texts	Minimal development and limited justification their own interpretations of texts
	Evaluate other interpretations, analysing the evidence used to support them	Comprehensively evaluate other interpretations, with a highly logical analysis of the evidence used to support them	Thoroughly evaluate other interpretations, with a mostly logical analysis of the evidence used to support them	Adequately evaluate other interpretations, with a generally logical analysis of the evidence used to support them	Partially evaluate other interpretations, with some logical analysis of the evidence used to support them	Minimal evaluation and analysis
	Listen for ways features within texts can be manipulated to achieve particular effects	Highly effective and consistent listening for ways features within texts can be manipulated to achieve particular effects	Mostly effective listening for ways features within texts can be manipulated to achieve particular effects	Generally effective listening for ways features within texts can be manipulated to achieve particular effects	Some effective listening for ways features within texts can be manipulated to achieve particular effects	Little effective listening for ways features within texts can be manipulated to achieve particular effects

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Productive: Speaking Writing Creating	Show how the selection of language features can achieve precision and stylistic effect	Highly effective demonstration of how language features can achieve precision and stylistic effect	Mostly effective demonstration of how language features can achieve precision and stylistic effect	Generally effective demonstration of how language features can achieve precision and stylistic effect	Partially effective demonstration of how language features can achieve precision and stylistic effect	Simple demonstration of how language features can achieve precision and stylistic effect
	Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments	Comprehensive explanation using highly cohesive and highly logical arguments	Detailed explanation using mostly cohesive and mostly logical arguments	Adequate explanation using generally cohesive and adequate logic	Partial explanation with basic arguments	Limited explanation with simple arguments
	Develop their own style by experimenting with language features, stylistic devices, text structures and images	Highly effective development of their own style by insightful experimentation with language features, stylistic devices, text structures and images	Mostly effective development of their own style by perceptive experimentation with language features, stylistic devices, text structures and images	Generally effective development of their own style by thoughtful experimentation with language features, stylistic devices, text structures and images	Partially effective development of their own style by basic experimentation with language features, stylistic devices, text structures and images	Emerging development of their own style by limited experimentation with language features, stylistic devices, text structures and images
	Create a wide range of texts to articulate complex ideas	Highly effective and sophisticated creation of a extensive range of texts to articulate complex ideas	Mostly effective creation of a wide range of texts to articulate complex ideas	Generally effective creation of a satisfactory range of texts to articulate complex ideas	Partially effective creation of a narrow range of texts to articulate some complex ideas	Creation of a limited range of texts to articulate a few complex ideas with direction
	Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments	Highly effective presentations and consistently active and insightful contributions	Mostly effective presentations and mostly active and perceptive contributions	Generally effective presentations and fairly active and thoughtful contributions	Partially effective presentations and some active contributions	Elementary presentations and few active contributions

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	<p>Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts</p>	<p>Extensive understanding of grammar and sophisticated variation of vocabulary choices when creating and editing texts</p> <p>Highly accurate use of spelling and punctuation when creating and editing texts</p>	<p>Deep understanding of grammar and proficient variation of vocabulary choices when creating and editing texts</p> <p>Mostly accurate use of spelling and punctuation when creating and editing texts</p>	<p>Sound understanding of grammar and capable variation of vocabulary choices when creating and editing texts</p> <p>Generally accurate use of spelling and punctuation when creating and editing texts</p>	<p>Basic understanding of grammar and some variation of vocabulary choices when creating and editing texts</p> <p>Partially accurate use of spelling and punctuation when creating and editing texts</p>	<p>Elementary understanding of grammar and little variation of vocabulary choices when creating and editing texts</p> <p>Little accuracy of spelling and punctuation when creating and editing texts</p>
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