

Assessable elements Task-specific assessable elements	Task-specific descriptors				
	A	B	C	D	E
Knowledge and understanding Organises and maintains ideas and subject matter	Organises and maintains continuity and integrity of ideas and subject matter in a masterful and realistic context. Informal text Formal text	Organises and maintains continuity and integrity of ideas and subject matter in a consistent and realistic context. Informal text Formal text	Organises ideas and subject matter in a realistic context. Informal text Formal text	Organisation of ideas and subject matter is partially achieved. Informal text Formal text	Attempts to connect ideas and subject matter. Informal text Formal text
Constructing texts Establishes and maintains a relationship with the reader through topic choice, flow of ideas and use of language	Develops an engaging relationship with the reader. Informal text Formal text	Develops a clear relationship with the reader. Informal text Formal text	Develops a basic relationship with the reader. Informal text Formal text	Develops a naïve relationship with the reader. Informal text Formal text	Confused relationship with the reader. Informal text Formal text
Interpreting texts, constructing texts Knowledge and use of persuasive language to position the reader	Appropriate and consistent use and control of persuasive language. Informal text Formal text	Appropriate use and control of persuasive language. Informal text Formal text	Appropriate, yet basic use and control of persuasive language. Informal text Formal text	Rudimentary use and control of persuasive language. Informal text Formal text	Some attributes of persuasive language. Informal text Formal text
Constructing texts Relevance and control of subject and text structure conventions (paragraphs, spelling and grammar)	Logical and accurate control of subject and text structure. Text conventions follow highly effective structures. Informal text Formal text	Logical and appropriate control of subject and text structure. Text conventions follow effective structures. Informal text Formal text	Occasional lapses evident in control of text structure and subject. Text conventions follow appropriate structure. Informal text Formal text	Lapses evident across both text structure and subject. Text conventions reflect disjointed structure. Informal text Formal text	Clear lapses evident within a text structure or subject confuse meaning. Text conventions reflect confused structure. Informal text Formal text

Feedback

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Observation record	
Capacity to draft, proofread and edit own work and the work of others	
Demonstrated <input type="checkbox"/> <input type="checkbox"/> Self Other	Not demonstrated <input type="checkbox"/> <input type="checkbox"/> Self Other

Guide to making judgments

Overall:

A

B

C

D

E