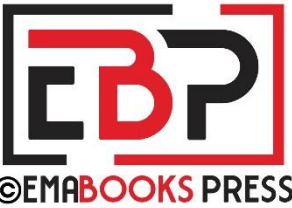


| Grading Rubric  | 0-1 marks   | 1-2 marks   | 2-3 marks   | 3-4 marks  | 4-5 marks   |
|---|---|---|---|--|---|
| <b>TEXT STRUCTURE</b>   | No attempt made to create a defined structure to the text - missing paragraphs or any required elements of the prompt (e.g. a letter requiring greeting/closing, etc.)  | Some attempt made to create a defined structure to the text, but it is missing clear paragraphs or certain elements of the prompt requirements. Not very well organised.  | A reasonable attempt made to create a defined structure to the text e.g. there are paragraphs but could be divided up more clearly. It could read more clearly.   | A good attempt made to create a defined structure to the text – decent paragraphs, and most prompt requirements included. It was clear to read but with some errors.   | An excellently, clearly defined structure to the text; purposeful paragraphs and all elements of the prompt requirements are present. Well organised and easy to understand.  |
| <b>LANGUAGE FEATURES</b>  | No attempt to use language to make the piece more interesting or varied. No variation on the language used in the model answer. Constant repetitive use of the same words and phrases. Language totally unsuitable for audience and task. | Simplistic use of language. Little variation of the language used in the model answer. Clear evidence of some repetition. Language potentially unsuitable for audience and task.  | An obvious attempt made to use language to make the piece more interesting, such as figurative language, dialogue, etc. Clear variation on the language used in the model answer. Some evidence of repetition. Language mainly suitable for audience and task, but some minor issues. | Language used makes the piece more interesting, such as clear figurative language, dialogue, witticisms, plays on words, etc. Very little usage of the language from the model answer. Very little evidence of repetition. Language mostly suitable for audience and task. | Excellent and well-chosen language which makes the piece more interesting and varied, such as clear figurative language, dialogue, witticisms, plays on words, etc. Little to no usage of the language from the model answer. Little to no evidence of repetition. Language suitable for audience and task. |
| <b>GRAMMAR, SPELLING, PUNCTUATION</b>   | Major errors which make communication of ideas impossible.  | Many spelling, capitalisation, punctuation or grammatical errors. Frequent sentence errors interfere with communication of ideas. Lacks evidence of proofreading  | Several spelling, capitalisation, punctuation or grammatical errors. Several run-ons, fragments and / or unclear sentences. Lacks evidence of careful proofreading.   | A few spelling, capitalisation, punctuation or grammatical errors. Minor errors in sentence structure. Some evidence of a lack of proofreading.  | Little to no spelling, capitalisation, punctuation or grammatical errors. Correct and varied sentence structure   |
| <b>CREATIVITY</b><br> | Approach to the prompt is confused and difficult for the reader to understand the concept <b>or</b> Whole answer is incorrect – student has answered the prompt completely off topic or with the wrong elements.                          | Unfocused or confusing approach to the prompt. Clear and obvious attempt to recreate the model answer in the form of a direct paraphrasing.. Inconsistent use of language which does not add to, or detracts from, the piece. | Conventional or predictable approach to the prompt. Clear similarities with the model answer. Communicates main ideas clearly with a functional, but not overly expressive, use of language   | Interesting approach to the prompt, but some evidence of usage of ideas from the model answer. Articulate use of language which adds to the appeal of the piece.   | Attention-grabbing and / or original approach which is clearly distinct to model answer. Distinctive voice. Tone / word choice well-matched to audience and task. Expressive and articulate use of language which enhances the piece.   |