|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Code: \_\_\_\_\_\_\_\_\_\_** KBHS Junior Marking Schedule for Creative and Transactional (Formal) Writing Assessments This assessment: **NOVEL RESPONSE (ESSAY OR PRESENTATION)**  **Year 10:** Level 4 Achieved Level 5 Merit Level 6 Excellence  *\* Criteria marked with an Asterix\* is specific to essay submission.* | | | | | |
|  | **L2**  **-3B** | **L3**  **-3A** | **L4**  **4B-4A** | **L5**  **5B-5A** | **L6**  **6B+** |
| **Purpose and audiences** | Lacks understanding of how to present work for a specific audience and purpose | Shows some understanding of how to present work for a specific audience and purpose | Shows an understanding of how to present work for a specific audience and purpose | Shows a good understanding of how to create present work for a specific audience and purpose | Shows a mature understanding of how to present work for a specific audience and purpose |
| **Structure (Essay)** | Unable to organise ideas in clear paragraphs  Uses basic sentence structures but lacks variety | Organises ideas into paragraphs  Uses a variety of  sentence structures and beginnings | Organises ideas into paragraphs in a logical order  Uses a variety of  sentence structures,  beginnings and lengths | Creates a piece of writing with a complete structure  Puts linked paragraphs in a logical order AND includes effective opening and ending  Uses a variety of  sentence structures, beginnings, and lengths for effect | Creates a piece of writing with an effective structure  Puts linked paragraphs in a logical order ANDincludes effective opening and satisfying ending  Uses a variety of  sentence structures, beginnings, and lengths to command attention |
| **Structure (Presentation)** | Unable to organise ideas using clear structure. | Ideas are sequenced and show some organisation. | Achieves some coherence and wholeness when constructing text.  Organises and sequences ideas and information for a particular purpose or effect. | Achieves coherence and wholeness when constructing text.  Organises and develops ideas and information for a particular purpose or effect. | Achieves coherence and wholeness when constructing text.  Structures information clearly AND uses introduction and conclusion to effectively convey their point. |
| **Ideas** | Ideas lack clarity and are not developed or relevant to task | Ideas are clear and relevant to task | Ideas are clear and relevant to task and are developed with supporting detail | Ideas are clear and relevant to task and are developed with supporting detail  Creates clear personal voice | Ideas are clear and relevant to task and are developed with supporting detail  Creates compelling personal voice |
| **Expression** | Does not incorporate language features  Uses basic or repetitive vocabulary  No evidence of proof reading\*  May include frequent spelling errors and incorrect punctuation\* | Uses some language features appropriately  Uses a range of interesting vocabulary  Proofreads work to ensure fairly accurate spelling, punctuation, and grammar\* | Uses a range of language features appropriately  Uses a range of sophisticated vocabulary  Proofreads work to ensure mostly accurate spelling, punctuation, and grammar\* | Uses a range of language features appropriately, showing an understanding of their effects  Sustains interest by using a range of precise and sophisticated vocabulary  Proofreads work to ensure accurate spelling, punctuation, and grammar\* | Uses a range of language features convincingly, showing a good understanding of their effects  Commands attention by using a range of precise and sophisticated vocabulary  Proofreads work to ensure highly accurate spelling, punctuation, and grammar\* |