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| **Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Code: \_\_\_\_\_\_\_\_\_\_**KBHS Junior Marking Schedule for Creative and Transactional (Formal) Writing AssessmentsThis 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 paragraphsUses basic sentence structures but lacks variety | Organises ideas into paragraphsUses 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 structurePuts 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 endingUses 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 detailCreates clear personal voice | Ideas are clear and relevant to task and are developed with supporting detailCreates compelling personal voice |
| **Expression** | Does not incorporate language features Uses basic or repetitive vocabularyNo evidence of proof reading\*May include frequent spelling errors and incorrect punctuation\* | Uses some language features appropriatelyUses a range of interesting vocabularyProofreads work to ensure fairly accurate spelling, punctuation, and grammar\* | Uses a range of language features appropriatelyUses a range of sophisticated vocabularyProofreads work to ensure mostly accurate spelling, punctuation, and grammar\* | Uses a range of language features appropriately, showing an understanding of their effectsSustains interest by using a range of precise and sophisticated vocabularyProofreads work to ensure accurate spelling, punctuation, and grammar\* | Uses a range of language features convincingly, showing a good understanding of their effectsCommands attention by using a range of precise and sophisticated vocabulary Proofreads work to ensure highly accurate spelling, punctuation, and grammar\* |