## Assessment 1 rubric: Creating an informative text

<table>
<thead>
<tr>
<th>Achievement standard</th>
<th>Working towards</th>
<th>Achieved</th>
<th>Extending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses language features to create coherence and add detail to their text.</td>
<td>Single page</td>
<td>Single page</td>
<td>Single page</td>
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<tr>
<td>In this task the student:</td>
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<tr>
<td>[ ] enhanced text provided</td>
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<tr>
<td>[ ] created own text.</td>
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<tr>
<td>Uses paragraphs. Coherence and detail could be improved with further use of pronouns, determiners, and text connections. Some information is not historically accurate and an incomplete bibliography is included.</td>
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<tr>
<td>Whole text</td>
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<tr>
<td>Spatial layout of individual pages in text is not coherent. Text could be improved by use of visual elements (images) or spatial elements (layout) to improve design.</td>
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<tr>
<td>Creates texts that show understanding of how images and detail can be used to extend key ideas.</td>
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<tr>
<td>Images used consider some features such as framing and angle, and extend the key idea to a limited extent.</td>
<td>Images used consider features such as framing, angle, colour, lighting, and salient feature contributes to the key idea of the text.</td>
<td>Images have been selected with a wide variety of features. They extend the key ideas of the text. Diagrams, maps and tables may have been added to contribute to understanding of written text.</td>
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<tr>
<td>Demonstrates understanding of grammar, select vocabulary from a range of resources and uses accurate spelling and punctuation, editing their work to improve meaning.</td>
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<tr>
<td>Uses very limited noun and verb groups/phrases to enrich the meaning.</td>
<td>Includes noun and verb groups/phrases to enrich the meaning of the text. Includes adverbial groups/phrases to provide circumstantial details.</td>
<td>Creates complex sentences with subordinate clauses. Provides a fuller description of the ideas through use of noun and adjective groups/ phrases. Includes new vocabulary, other than that identified in the unit.</td>
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<tr>
<td>Does not include any new vocabulary identified during the unit. Re-read text and no or little editing to improve. Some minor errors in spelling and punctuation.</td>
<td>Edited to improve meaning by adding, deleting or moving words/word groups. Accurate spelling and punctuation.</td>
<td>Careful editing, considering task criteria, explaining editing choices. Accurate spelling and punctuation.</td>
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<tr>
<td>Makes presentations and contributes actively to class and group discussions.</td>
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<tr>
<td>Participated in a short presentation that provided some key details in logical sequence (used limited metalanguage, identified design elements they used but did not elaborate why).</td>
<td>Participated in a presentation that was planned, rehearsed and that delivered all key content in logical sequence (used metalanguage to explore semiotic systems and why choices were made).</td>
<td>Fully participated in a presentation that was planned, rehearsed and that delivered all key content, clearly sequenced and defined for audience (used metalanguage to explore semiotic systems, justify choices according to the audience and purpose, and identified salient features).</td>
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</tbody>
</table>