Rich assessment task 1 (Productive): Assessment rubric

Through this assessment, students	Approaching or	At Year 10 Standard	Above Year 10
will aim to meet the following	below Year 10		Standard
Achievement Standards:	Standard		
Language			
Understand how language use can	Attempts to evaluate	Is able to evaluate how	Sophisticatedly
have inclusive and exclusive social	how language use can	language use can have	evaluates how
effects, and can empower or	have inclusive and	inclusive and exclusive	language use can have
disempower people (ACELA1564)	exclusive social effects,	social effects, and can	inclusive and exclusive
disemponer people (17.022.1230.17	and can empower or	empower or	social effects, and can
	disempower people.	disempower people.	empower or
	discripower people.	discripower people.	disempower people.
Understand that people's evaluations	Attempts to evaluate	Is able to evaluate how	Sophisticatedly
of texts are influenced by their value	how people's	people's evaluations of	evaluates how people's
systems, the <u>context</u> and the purpose	evaluations of texts are	texts are influenced by	evaluations of texts are
and mode of	influenced by their	their value systems, the	influenced by their
communication (ACELA1565)	value systems, the	context and the	value systems, the
Communication (A TOLD (1303)	context and the	purpose and mode of	context and the
	purpose and mode of	communication.	purpose and mode of
	communication.	23	communication.
Analyse how higher order concepts are	Attempts to evaluate	Is able to evaluate how	Sophisticatedly
developed in complex texts	how higher order	higher order concepts	evaluates how higher
through language	concepts are developed	are developed in	order concepts are
features including nominalisation, claus	in complex texts	complex texts	developed in complex
e combinations, technicality and	through language	through language	texts through language
abstraction (ACELA1570)	features including	features including	features including
-	nominalisation,	nominalisation,	nominalisation,
	clause combinations,	clause combinations,	clause combinations,
	technicality and	technicality and	technicality and
	abstraction.	abstraction.	abstraction.
Refine vocabulary choices to	Attempts to refine	Is able to refine	Sophisticatedly refines
discriminate between shades of	vocabulary choices to	vocabulary choices to	vocabulary choices to
meaning, with deliberate attention to	discriminate between	discriminate between	discriminate between
the effect on audiences (ACELA1571)	shades of meaning,	shades of meaning,	shades of meaning,
	with deliberate	with deliberate	with deliberate
	attention to the effect	attention to the effect	attention to the effect
	on audiences.	on audiences.	on audiences.
Literature			
Create literary texts that reflect an	Attempts to create a	Is able to create a text	Sophisticatedly creates
emerging sense of personal style and	text that reflects an	that reflects an	a text that reflects an
evaluate the effectiveness of these	emerging sense of	emerging sense of	emerging sense of
texts (ACELT1814)	personal style and	personal style and	personal style and
	evaluates the	evaluates the	evaluates the
	effectiveness of this	effectiveness of this	effectiveness of this
	text.	text.	text.
<u>Create</u> literary texts with a sustained	Attempts to create a	Is able to create a text	Sophisticatedly creates
' <u>voice</u> ', selecting and adapting	text with a sustained	with a sustained	a text with a sustained
appropriate <u>text</u> structures, literary	'voice', selecting and	'voice', selecting and	'voice', selecting and
devices, language, auditory and visual	adapting appropriate	adapting appropriate	adapting appropriate
structures and features for a specific	text structures, devices,	text structures, devices,	text structures, devices,
purpose and	language, auditory and visual structures and	language, auditory and visual structures and	language, auditory and visual structures and
intended <u>audience</u> (ACELT1815)		features for a specific	
	features for a specific	•	features for a specific
	purpose and intended audience.	purpose and intended audience.	purpose and intended audience.
<u>Create</u> imaginative texts that make	Attempts to create an	Is able to create an	Sophisticatedly creates
relevant thematic and intertextual	imaginative text that	imaginative text that	an imaginative text that
resevant thematic and intel textual	יייים איים וואר נכאל נוומנ	יייים איים ניאנ נוומנ	שנו ווווטטוווטנועכ נכאנ נוומנ

	T	г	
connections with other	makes relevant	makes relevant	makes relevant
texts (ACELT1644)	thematic connections.	thematic connections.	thematic connections.
Literacy			
Analyse and evaluate how people,	Attempts to evaluate	Is able to evaluate how	Sophisticatedly
cultures, places, events, objects and	how people, cultures,	people, cultures,	evaluates how people,
concepts are represented in texts,	places, events, objects	places, events, objects	cultures, places, events,
including media texts, through	and concepts are	and concepts are	objects and concepts
language, structural and/or visual	represented in texts,	represented in texts,	are represented in
choices (ACELY1749)	including media texts,	including media texts,	texts, including media
	through language,	through language,	texts, through
	structural and/or visual	structural and/or visual	language, structural
	choices.	choices.	and/or visual choices.
Identify and explore the purposes and	Attempts to identify	Is able to identify and	Sophisticatedly
effects of different <u>text</u> structures	and explore the	explore the purposes	identifies and explores
and <u>language features</u> of spoken texts,	purposes and effects of	and effects of different	the purposes and
and use this knowledge to	different text	text structures and	effects of different text
<u>create</u> purposeful texts that inform,	structures and	language features of	structures and
persuade and engage (ACELY1750)	language features of	spoken texts, and uses	language features of
	spoken texts, and uses	this knowledge to	spoken texts, and uses
	this knowledge to create purposeful, texts	create purposeful, texts that inform, persuade	this knowledge to
			create purposeful, texts
	that inform, persuade and engage.	and engage.	that inform, persuade and engage.
Use organisation patterns, voice and	Attempts to organise	Is able to organise	Sophisticatedly
language conventions to present	patterns, voice and	patterns, voice and	organises patterns,
a <u>point of view</u> on a <u>subject</u> , speaking	language conventions	language conventions	voice and language
clearly, coherently and with effect,	to present a point of	to present a point of	conventions to present
using logic, imagery and rhetorical	view on a subject.	view on a subject,	a point of view on a
devices to engage		coherently and with	subject, coherently and
audiences (ACELY1813)		effect to engage	with effect to engage
		audiences.	audiences.
Plan, rehearse and deliver	Attempts to plan,	Is able to plan,	Sophisticatedly plans,
presentations, selecting and	rehearse and deliver	rehearse and deliver	rehearses and delivers
sequencing appropriate content and	presentations, selecting	presentations, selecting	presentations, selecting
multimodal elements to influence a	and sequencing	and sequencing	and sequencing
course of action (ACELY1751)	appropriate content and multimodal	appropriate content and multimodal	appropriate content and multimodal
	elements to influence a	elements to influence a	elements to influence a
	course of action.	course of action.	course of action
Identify and analyse implicit or explicit	Attempts to identify	Is able to identify and	Sophisticatedly
values, beliefs and assumptions in texts	and analyse implicit or	analyse implicit or	identifies and analyses
and how these are influenced by	explicit values, beliefs	explicit values, beliefs	implicit or explicit
purposes and likely audiences	and assumptions in	and assumptions in	values, beliefs and
(ACELY1752)	texts and how these	texts and how these	assumptions in texts
	are influenced by	are influenced by	and how these are
	purposes and likely	purposes and likely	influenced by purposes
	audiences.	audiences.	and likely audiences.
<u>Create</u> sustained texts, including texts	Attempts to create a	Is able to create a	Sophisticatedly create a
that combine specific digital or media	sustained text that	sustained text that	sustained text that
content, for imaginative, informative,	combines specific	combines specific	combines specific
or persuasive purposes that reflect	multimodal content for	multimodal content for	multimodal content for
upon challenging and complex issues (ACELY1756)	imaginative, informative or	imaginative, informative or	imaginative, informative or
ISSUES [NELLI I/ 30]	persuasive purposes,	persuasive purposes,	persuasive purposes,
	reflecting upon	reflecting upon	reflecting upon
	challenging issues.	challenging issues.	challenging issues.
Review, edit and refine students' own	Attempts to review,	Is able to review, edit	Sophisticatedly
and others' texts for control of	edit or refine texts for	or refine texts for	reviews, edits or refines
content, organisation,	control of content,	control of content,	texts for control of
sentence structure, vocabulary,	organisation, sentence	organisation, sentence	content, organisation,
and/or visual features to achieve	structure, vocabulary,	structure, vocabulary,	sentence structure,
particular purposes and	and visual features to	and visual features to	vocabulary, and visual

effects (ACELY1757)	achieve particular	achieve particular	features to achieve
	purposes and effects.	purposes and effects.	particular purposes and
			effects.
Use a range of software, including	Attempts to use a	Is able to use a range of	Sophisticatedly uses a
word processing programs, confidently,	range of software	software to create, edit	range of software
flexibly and imaginatively to create,	to create, edit and	and publish texts,	to create, edit and
edit and publish texts, considering the	publish texts,	considering the	publish texts,
identified purpose and the	considering the	identified purpose and	considering the
characteristics of the user (ACELY1776)	identified purpose and	the characteristics of	identified purpose and
	the characteristics of	the user.	the characteristics of
	the user.		the user.
Teacher assessment	Approaching or	At Year 10 Standard	Above Year 10
	below Year 10		Standard
	Standard		

Teacher comment:

See $\underline{\text{Year 10 Portfolio Samples}}$: $\underline{\text{Below}}$, $\underline{\text{At}}$ and $\underline{\text{Above}}$ $\underline{\text{Year 10 Standard}}$.