Rich assessment task 1 (Productive): Assessment rubric

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

connections with other texts (ACELT1644)	makes relevant thematic connections.	makes relevant thematic connections.	makes relevant thematic connections.
Literacy			
Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	Attempts to evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.	Is able to evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.	Sophisticatedly evaluates how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	Attempts to identify and explore the purposes and effects of different text structures and language features of spoken texts, and uses this knowledge to create purposeful, texts that inform, persuade and engage.	Is able to identify and explore the purposes and effects of different text structures and language features of spoken texts, and uses this knowledge to create purposeful, texts that inform, persuade and engage.	Sophisticatedly identifies and explores the purposes and effects of different text structures and language features of spoken texts, and uses this knowledge to create purposeful, texts that inform, persuade and engage.
Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	Attempts to organise patterns, voice and language conventions to present a point of view on a subject.	Is able to organise patterns, voice and language conventions to present a point of view on a subject, coherently and with effect to engage audiences.	Sophisticatedly organises patterns, voice and language conventions to present a point of view on a subject, coherently and with effect to engage audiences.
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	Attempts to plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action.	Is able to plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action.	Sophisticatedly plans, rehearses and delivers presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	Attempts to identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.	Is able to identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.	Sophisticatedly identifies and analyses implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	Attempts to create a sustained text that combines specific multimodal content for imaginative, informative or persuasive purposes, reflecting upon challenging issues.	Is able to create a sustained text that combines specific multimodal content for imaginative, informative or persuasive purposes, reflecting upon challenging issues.	Sophisticatedly create a sustained text that combines specific multimodal content for imaginative, informative or persuasive purposes, reflecting upon challenging issues.
Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and	Attempts to review, edit or refine texts for control of content, organisation, sentence structure, vocabulary, and visual features to	Is able to review, edit or refine texts for control of content, organisation, sentence structure, vocabulary, and visual features to	Sophisticatedly reviews, edits or refines texts for control of content, organisation, sentence structure, vocabulary, and visual

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

Teacher comment:

See Year 10 Portfolio Samples: Below, At and Above Year 10 Standard.