Rich assessment task 2 (Receptive): Assessment rubric

Through this assessment, students will aim to meet the following	Approaching or below Year 10	At Year 10 Standard	Above Year 10 Standard
Achievement Standards	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 <u>context</u> and the purpose and <u>mode</u> 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.
Compare the purposes, <u>text</u> structures and <u>language features</u> of traditional and contemporary texts in different media (<u>ACELA1566</u>)	Attempts to compare the purposes, text structures and language features of traditional and contemporary texts in different media.	Is able to compare the purposes, text structures and language features of traditional and contemporary texts in different media.	Sophisticatedly compares the purposes, text structures and language features of traditional and contemporary texts in different media.
Analyse and evaluate the effectiveness of a wide range of <u>sentence</u> and <u>clause</u> structures as authors <u>design</u> and craft texts (ACELA1569)	Attempts to analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft text.	Is able to analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft text.	Is able to sophisticatedly analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft text.
Analyse how higher order concepts are developed in complex texts through language features including nominalisation, claus e_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	Attamenta to	la abla ta as	Cambiationtaille
Compare and evaluate a range of representations of individuals and groups in different historical, social and	Attempts to compare and evaluate a range of representations of	Is able to compare and evaluate a range of representations of	Sophisticatedly compares and evaluates a range of

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cultural contexts(ACELT1639)	individuals and groups in different historical,	individuals and groups in different historical,	representations of individuals and groups
	social and cultural	social and cultural	in different historical,
	contexts.	contexts.	social and cultural
	Contexts	Contexts	contexts.
Analyse and explain	Attempts to analyse	Is able to analyse and	Sophisticatedly
how <u>text</u> structures, <u>language</u>	and explain how text	explain how text	analyses and explains
features and visual features of texts	structures and	structures and	how text structures and
and the context in which texts are	language features of	language features of	language features of
experienced may	texts and the context in	texts and the context in	texts and the context in
influence <u>audience</u> response (ACELT16	which texts are	which texts are	which texts are
41)	experienced may	experienced may	experienced may
	influence audience	influence audience	influence audience
Final rote the applied was valued and athird	response.	response.	response.
Evaluate the social, moral and ethical	Attempts to evaluate the social, moral and	Is able to evaluate the social, moral and	Sophisticatedly evaluates the social,
positions represented in texts (ACELT1812)	ethical positions	ethical positions	moral and ethical
texts [ACELTIOI2]	represented in texts.	represented in texts.	positions represented
	represented in texts.	represented in texts.	in texts.
Identify, explain and discuss	Attempts to identify,	Is able to identify,	Sophisticatedly
how narrative viewpoint, structure,	explain and discuss	explain and discuss	identifies, explains and
characterisation and devices including	how narrative	how narrative	discusses how narrative
analogy and satire shape different	viewpoint, structure,	viewpoint, structure,	viewpoint, structure,
interpretations and responses to a $\underline{\text{text}}$	characterisation and	characterisation and	characterisation and
(ACELT1642)	devices shape different	devices shape different	devices shape different
	interpretations and	interpretations and	interpretations and
	responses to a text.	responses to a text.	responses to a text.
Compare and evaluate how 'voice' as a	Attempts to compare	Is able to compare and	Sophisticatedly
literary device can be used in a range	and evaluate how voice	evaluate how voice as a	compares and
of different types of texts such as	as a literary device can	literary device can be	evaluates how voice as
poetry to evoke particular emotional	be used in a range of	used in a range of	a literary device can be
responses (ACELT1643)	different types of texts to evoke particular	different types of texts to evoke particular	used in a range of different types of texts
	emotional responses.	emotional responses.	to evoke particular
	emotional responses:	emotional responses:	emotional responses.
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 choices.	structural and/or visual choices.	language, structural and/or visual choices.
Identify and analyse implicit or explicit	Attempts to identify	Is able to identify and	Sophisticatedly identify
values, beliefs and assumptions in texts	and explore the	explore the purposes	and explore the
and how these are influenced by	purposes and effects of	and effects of different	purposes and effects of
purposes and likely audiences	different text	text structures and	different text
(ACELY1752)	structures and	language features of	structures and
	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	this knowledge to
	create purposeful, texts	that inform, persuade	create purposeful, texts
	that inform, persuade	and engage.	that inform, persuade
Chance a wooding to shadow and	and engage.	le able te ::==	and engage.
Choose a reading technique and	Attempts to use	Is able to use	Sophisticatedly uses
reading path appropriate for the type of <u>text</u> , to retrieve and connect ideas	appropriate reading	appropriate reading	appropriate reading
within and between texts (ACELY1753)	techniques to support retrieving and	techniques to support retrieving and	techniques to support retrieving and
Within and Detween texts [ACLL11735]	connecting ideas within	connecting ideas within	connecting ideas within
	and between texts.	and between texts.	and between texts.
Use comprehension strategies to	Attempts to use	Is able to use	Sophisticatedly uses

compare and contrast information	comprehension	comprehension	comprehension
within and between texts, identifying	strategies to compare	strategies to compare	strategies to compare
and analysing embedded perspectives,	and contrast	and contrast	and contrast
and evaluating supporting	information within and	information within and	information within and
evidence (ACELY1754)	between texts,	between texts,	between texts,
	identifying and	identifying and	identifying and
	analysing embedded	analysing embedded	analysing embedded
	perspective, and	perspective, and	perspective, and
	evaluating supporting	evaluating supporting	evaluating supporting
	evidence.	evidence.	evidence.
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.
Teacher assessment	Approaching or	At Year 10 Standard	Above Year 10
	below Year 10		Standard
	Standard		
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Teacher comment:

See Year 10 Portfolio Samples: <u>Below</u>, <u>At</u> and <u>Above</u> Year 10 standard.