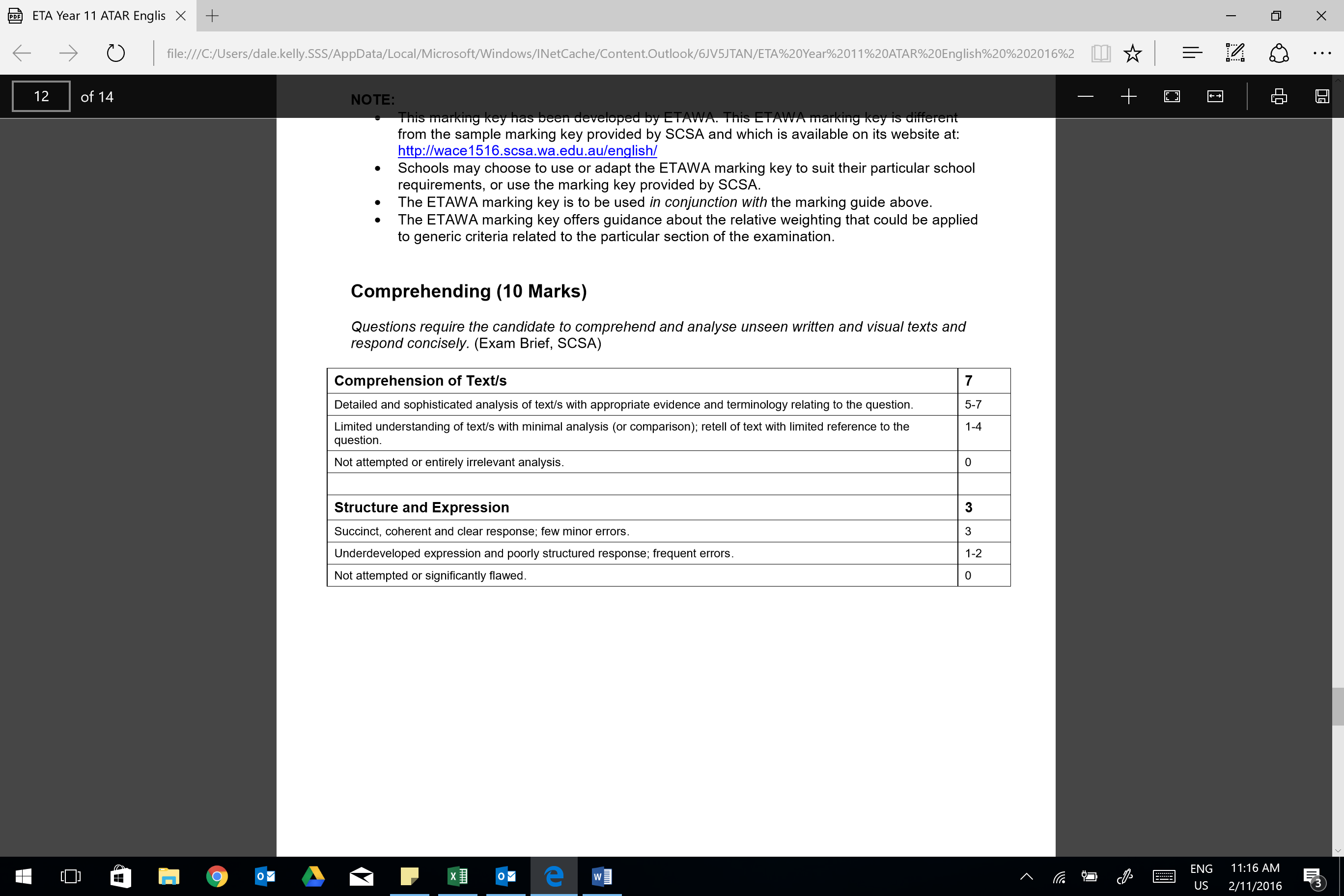
**Assessment Criteria**

**Comprehending**

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**Responding**

|  |  |  |
| --- | --- | --- |
| **Engagement with Question** | **15** | **YOUR MARK** |
| Integrated response addressing all components of the question supported with explicit and detailed text based evidence | 12-15 |  |
| Competent response addressing the question directly and supported with appropriate text based evidence | 9-11 |  |
| Limited response addressing most components of the question supported with some appropriate text based evidence | 6-8 |  |
| Limited response primarily focusing on retell of the text | 1-5 |  |
| Response that does not address the question | 0 |  |
| **Critical Literacy – Text Analysis** | **15** | **YOUR MARK** |
| Sophisticated response demonstrating insight in interpretation, analysis, comparison, contrast and/or evaluation of the text/s in relation to the question | 13-15 |  |
| Competent response demonstrating analysis, comparison, contrast and/or evaluation of the text/s in relation to the question | 10-12 |  |
| Satisfactory response demonstrating some analysis, comparison or contrast of the text/s in relation to the question | 6-9 |  |
| Limited response demonstrating recall of the text/s | 1-5 |  |
| Insufficiently developed or displayed critical thinking skills | 0 |  |
| **Structure and Expression** | **10** | **YOUR MARK** |
| Fluently written and well-structured with sophisticated vocabulary, syntax and punctuation; and few minor errors | 9-10 |  |
| Competently written and well-structured with effective vocabulary, syntax and punctuation; some errors that don’t effect fluency | 7-8 |  |
| Generally well-structured but written expression is limited by vocabulary choice and syntax/punctuation errors | 5-6 |  |
| Uncontrolled writing with limited vocabulary, syntax and punctuation; frequent errors that impede meaning | 2-4 |  |
| Insufficiently developed or displayed writing skills; two or three points with little structure or development, incomplete | 0-1 |  |

**Composing**

|  |  |  |
| --- | --- | --- |
| **Engagement with the Topic** | **10** | **Your mark** |
| Sustained and innovative content | 9-10 |  |
| Competent and thoughtful response | 7-8 |  |
| Uneven response that addresses the topic but may be limited in scope or depth | 5-6 |  |
| Limited, predictable or clichéd | 3-4 |  |
| Response that does not address the topic; irrelevant but interesting content | 0-2 |  |
| **Control of Language and Expression** | **10** | **Your mark** |
| Fluently written with sophisticated vocabulary, highly developed personal voice and flair; and few minor errors | 10 |  |
| Competently written with effective vocabulary and confident voice; few errors | 8-9 |  |
| Well written with appropriate vocabulary and emerging voice; errors that don’t affect meaning | 6-7 |  |
| Uneven in written control with some effective vocabulary and some sense of voice; errors that may affect meaning | 5 |  |
| Uncontrolled writing with limited or inappropriate vocabulary and/or tone; frequent errors that affect meaning | 3-4 |  |
| Insufficiently developed or displayed writing skills; two or three points with little structure or development | 0-2 |  |
| **Control of Generic Conventions and Form** | **10** | **Your mark** |
| Inventive use of conventions of chosen form for specific audience and purpose, may include manipulation, appropriation or subversion | 9-10 |  |
| Effective control of conventions of chosen form for audience and/or purpose | 7-8 |  |
| Uneven control of conventions of chosen form that may not fully align with audience and/or purpose | 5-6 |  |
| Limited understanding and/or use of conventions of chosen form with little consideration of audience or purpose | 3-4 |  |
| Insufficiently developed or displayed use of conventions of chosen form | 0-2 |  |
| Comment:    **MARK /30** | | |