



Curriculum Expectations		"R" Below Level 1	D: Level 1 (50 - 59%)			C: Level 2 (60 - 69%)			B: Level 3 (70 - 79%)			A: Level 4 (80 - 100%)		
			1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
			50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Communication	<input type="checkbox"/> Setting		creates setting with limited effectiveness			creates setting with some effectiveness			creates setting with considerable effectiveness			creates setting with a high degree of effectiveness		
	<input type="checkbox"/> dialogue / quotations		limited use of dialogue and/or quotations conventions			adequate use of dialogue and/or quotations conventions			uses conventions of dialogue and/or quotations with considerable effectiveness			uses conventions of dialogue and/or quotations with a high degree of effectiveness		
	<input type="checkbox"/> elements of style (rhetorical methods, figurative/literary devices, showing/telling, narrative, exposition)		uses few elements of style; elements add little to the text's effectiveness			adequate use a variety of elements of style in texts; elements add somewhat to text's effectiveness			competent use of a variety of elements of style; elements add significantly to text's effectiveness			skillfully uses a variety of elements of style; elements add greatly to text's effectiveness		
	<input type="checkbox"/> Plot/Article development		develops plot and structure with limited coherence and cohesiveness			develops plot and structure with some coherence and cohesiveness			develops an engaging plot and structure with considerable coherence and cohesiveness			develops an engaging and original plot structure with a high degree of coherence and cohesiveness		
	<input type="checkbox"/> character development		is learning methods of characterization			uses one or two methods of characterization to create stock characters			uses a variety of methods of characterization to create well defined characters			uses a variety of overt and subtle methods of characterization to create well defined characters		
Application	<input type="checkbox"/> voice, tone and diction		adequately selects and applies language/register to suit audience/purpose; POV inconsistent			competently selects and applies language/register to suit audience/purpose; POV mostly consistent			effectively selects and applies language/register/POV to suit audience/purpose			exceptional use and application of language/register/POV to suit audience/purpose.		
	<input type="checkbox"/> grammar, punctuation and spelling		adequate spelling, grammar and punctuation			satisfactory spelling, grammar and punctuation			very few or no spelling, grammar and punctuation errors.			as in 3 but uses grammar or punctuation to enhance meaning and/or style		
	<input type="checkbox"/> Application and use of writing process		limited use and application of writing process.			come use and application of writing process to produce writing .			effective use and application of writing process to produce good writing .			exceptional use and application of writing process to produce quality writing.		
	<input type="checkbox"/> Apply knowledge of text forms and features (plot, conflict, character, and other elements of fiction and non-fiction)		applies few characteristics of text forms and/or features			applies some characteristics of text forms and/or features with some success			applies characteristics of text forms and features to create relatively polished writing			skillfully applies a variety of characteristics of text forms and features to create polished writing		
	<input type="checkbox"/> producing finished work		adequately applies formatting/ layout/ editing conventions of written work			competently applies formatting/ layout/ editing conventions of written work			very few errors in formatting/ layout/ editing conventions of written work			strictly adheres to formatting/ layout/ editing conventions of written work		

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EWC Investigating

* Teachers should indicate which bands of exectations below will be assessed

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		1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H
		50-52%	53-56%	57-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-86%	87-94%	95-100%
Knowledge & understanding	<input type="checkbox"/> understanding of course material and purpose		reads course materials with some understanding of theme & purpose.	reads course materials with satisfactory understanding of theme & purpose.	reads course materials proficiently & understands theme & purpose	reads course materials with thorough, insightful understanding of theme & purpose							
	<input type="checkbox"/> vocabulary development (writing, publishing and communications terminology).		is developing grade and purpose appropriate vocabulary	has an adequate grade and purpose appropriate vocabulary.	uses and understands grade and purpose appropriate vocabulary	uses and understands an extensive and expanding grade and purpose appropriate vocabulary							
	<input type="checkbox"/> knowledge of the techniques, skills and processes of writing		<input type="checkbox"/> demonstrates limited knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates some knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates considerable knowledge of the techniques, skills and processes of writing	<input type="checkbox"/> demonstrates a thorough and insightful knowledge of the techniques, skills and processes of writing							
	<input type="checkbox"/> research careers and the publishing industry; beliefs about writing		research demonstrates limited knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates some knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates considerable knowledge of the processes, challenges and beliefs about writing and publishing	research demonstrates thorough and insightful knowledge of the processes, challenges and beliefs about writing and publishing							
Thinking & Inquiry	<input type="checkbox"/> inferences; analysing and evaluating writer's and their works		limited attempt to analyse how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	some attempt to analyse how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	considerable analysis of the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style	skilfully analyses how the relationships between purpose and audience and the writer's choice of techniques, diction, voice and style							
	<input type="checkbox"/> analysis of text forms and features (e.g. elements of fiction/non fiction/genre)		recognizes and describes few characteristics of text forms and/or features with limited effectiveness	identifies and describes some characteristics of text forms and/or features with some effectiveness	accurately identifies and describes characteristics of text forms and features with considerable effectiveness	identifies and describes a variety of characteristics of text forms and features with a high level of effectiveness							
	<input type="checkbox"/> analysis of elements of style (e.g. rhetorical methods, figurative/literary devices)		identifies and describes few elements of style in texts with limited effectiveness	identifies and describes some elements of style in texts with some effectiveness	identifies and describes elements of style in texts with considerable effectiveness	identifies and describes a variety of elements of style in texts with a high level of effectiveness							

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