

Marking guide – Strategies

| MARK | STRATEGIES | MARK | STRATEGIES |
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| 0 | INSUFFICIENT TO JUDGE <ul style="list-style-type: none"> no evidence of strategies in writing behaviour, or in draft and final copy | 3 | USES SOME STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING <ul style="list-style-type: none"> plans ideas before writing uses new words though unsure of spelling adds information in response to suggestions reviews own text to clarify meaning uses a range of strategies to revise writing and check spelling presents writing in a legible and attractive format |
| 1 | EXPERIMENTS WITH AND PRACTISES WAYS OF REPRESENTING IDEAS AND INFORMATION USING WRITTEN SYMBOLS <ul style="list-style-type: none"> grips writing implement effectively uses letter shapes, numerals or other symbols from a variety of sources to construct a message attempts to write text while saying a word/ words aloud | 4 | USES A VARIETY OF STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING <ul style="list-style-type: none"> plans and drafts writing using a variety of techniques such as making notes, crossing-out, cutting and pasting, using carets (^) or arrows uses sources confidently to find correct spelling and meaning and to revise text edits text for clarity and effectiveness |
| 2 | BEGINS TO PLAN AND REVIEW OWN WRITING <ul style="list-style-type: none"> attempts to organise ideas before writing attempts to spell unfamiliar words by using a range of strategies including reference to known patterns refers to a variety of sources such as spelling lists, dictionaries, computer checks and wordbooks to confirm spelling writes in a generally legible style re-reads and reflects on own writing and makes corrections to clarify meaning | 5 | DRAWS ON A RANGE OF PLANNING AND REVIEW STRATEGIES THAT ASSIST IN EFFECTIVELY COMPLETING PARTICULAR TASKS <ul style="list-style-type: none"> plans writing carefully, identifying audience and purpose proofreads drafts carefully and accurately reviews writing to ensure that content and linguistic features are consistent with text type |

Marking guide for TCU and LSF

| | Text and Contextual Understandings TCU | Linguistic Structures and Features LSF |
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| 7 | A Sophisticated Text may include: <ul style="list-style-type: none"> Complex or thought provoking content Sustained and consistent analysis Ability to reflect on abstract attitudes, values and issues Highly effective engagement of the audience. | A Sophisticated Text may include: <ul style="list-style-type: none"> Seamless manipulation of linguistic techniques to enhance the text A high level of confidence in the use of complex sentence structures Manipulation of rhythm, tone and style. |
| 6.5 | A Complex and Fluent Text may include: <ul style="list-style-type: none"> Complex text which may include experimentation with different techniques Inclusion of abstract attitudes or values A clear ability to position the reader to accept a particular view of events, or characters or issues. | A Complex and Fluent Text may include: <ul style="list-style-type: none"> Extended use of vocabulary, grammar and syntax Confident application of a range of language techniques High level editing skills evidenced by a near absence of errors. |
| 6 | A Sustained and Cohesive Text may include: <ul style="list-style-type: none"> Complex or challenging content Attention to consistency of viewpoint when presenting an argument or developing a narrative. An emerging ability to position the reader to accept a particular view of events, characters or issues. | A Sustained and Cohesive Text may include: <ul style="list-style-type: none"> Skilled use of vocabulary, grammar and syntax to convey the subject matter precisely Effective application of a range of language techniques to convey a viewpoint or for stylistic effect Inclusion of complex sentences with embedded clauses and phrases. |
| 5.5 | An Effective and Cohesive Text may include: <ul style="list-style-type: none"> Consistently shows the ability to speculate, hypothesise, persuade and reflect Successful planning and organisation of complex content Convincing development of characters, plot or viewpoint An attempt to position the reader to accept a particular view of events, characters or issues. | An Effective and Cohesive Text may include: <ul style="list-style-type: none"> Control of linguistic structures and features Appropriate choice of language and grammatical strategies to enhance plot and characterisation Editing skills evident in the clarity of the text. |
| 5 | A Consistent and Coherent Text may include: <ul style="list-style-type: none"> An extended text with development of a resolution Consistency of viewpoint or storyline Careful selection of content to add interest, detail and accuracy An ability to engage the audience. | A Consistent and Coherent Text may include: <ul style="list-style-type: none"> Effective use of vocabulary to convey precise meaning Established control of tenses, subject-verb and noun-pronoun agreement Selection of verbs, adverbs, adjectives to enhance the text Appropriate use of punctuation including apostrophes. |
| 4.5 | A Clear and Consistent Text may include: <ul style="list-style-type: none"> Clear development of narrative or persuasive writing A convincing text with a consistent view Clearly defined plot, characters or sequence of events A developing ability to engage the audience. | A Clear and Consistent Text may include: <ul style="list-style-type: none"> Appropriate and accurate use of varied or specialised vocabulary Inclusion of some complex grammatical features to enhance the text Accurate use of a range of punctuation Developing confidence in the use of figurative language. |
| 4 | A Well Developed Text may include: <ul style="list-style-type: none"> Use of detail to enhance the text Structure within the introduction, body and conclusion Careful development of content such as characters or issues Attempted manipulation of language for special effects such as the inclusion of dialogue, images, suspense or surprise. | A Well Developed Text may include: <ul style="list-style-type: none"> Evidence of an extended vocabulary Use of different parts of speech including nouns, pronouns, adverbs, comparative adverbs and adjectives, and the inclusion of appropriate prepositions and conjunctions Punctuation used to enhance accuracy and readability Use of language to convey precise meaning and for special effects such as simple figurative language. |

| | Text and Contextual Understandings TCU | Linguistic Structures and Features LSF |
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| 3.5 | A Reasonably Ordered Text with Supporting Detail may include: <ul style="list-style-type: none"> • Logical sequencing of events • Clear expression of ideas • Developing ability to select content to add interest • Some strategies for audience impact such as use of images or dialogue. | A Reasonably Ordered Text with Supporting Detail may include: <ul style="list-style-type: none"> • A developing range of vocabulary • Attempts at using a range of grammatical features including complex sentences • Appropriate use of structures such as paragraphing • Appropriate use of punctuation. |
| 3 | A Text with Developing Structure and Some Supporting Detail may include: <ul style="list-style-type: none"> • Development of a storyline or viewpoint • Attempt at selection of content to add interest • Increased awareness of expression • Ordering of information and sequencing of events using details or supporting evidence. | A Text with Developing Structure and Some Supporting Detail may include: <ul style="list-style-type: none"> • Selects vocabulary that is appropriate for audience and purpose • A variety of sentence structures used appropriately including some compound sentences • Established control of tenses, subject-verb and noun-pronoun agreement • A range of punctuation including full stops, commas, question marks, exclamation marks and quotation marks, used to support meaning. |
| 2.5 | A Text with Some Attempt at Structure and Detail may include: <ul style="list-style-type: none"> • An emerging storyline or viewpoint • A reasonable attempt at structuring an introduction, body and conclusion • The inclusion of some background information or supporting detail for clarity or interest • Adapting writing for audience and purpose. | A Text with Some Attempt at Structure and Detail may include: <ul style="list-style-type: none"> • Beginning to use vocabulary with an awareness of purpose and audience • Inclusion of a variety of sentence structures • Emerging tense consistency • Attempts accuracy with a range of punctuation. |
| 2 | A Short or Limited Text may include: <ul style="list-style-type: none"> • An attempt at an introduction to set the scene or steps towards a conclusion • An attempt at the elaboration of ideas • Use of relevant detail to enhance the text • Some awareness of writing for an audience. | A Short or Limited Text may include: <ul style="list-style-type: none"> • Some variety of sentence beginnings • Developing control of sentence structures using pronouns, conjunctions and adverbial phrases • Attempts at the selection of verbs and the inclusion of adjectives • Some control over common punctuation such as full stops, commas, question marks and exclamation marks. |
| 1.5 | A Simple Text with Related Ideas on the Topic may include: <ul style="list-style-type: none"> • Some organisation of the text that shows an understanding of the task • A basic organisation of ideas • Some details relevant to the topic • Content selected with some sense of audience other than self. | A Simple Text with Related Ideas on the Topic may include: <ul style="list-style-type: none"> • Experimentation with word choice • Attempts at using extended sentences • Variable control of tenses and some subject-verb and noun-pronoun agreement • Inclusion of common punctuation such as full stops, question marks and exclamation marks. |
| 1 | A Simple Text with Some Related Ideas on the Topic may include: <ul style="list-style-type: none"> • Text that is interpretable • Little elaboration of the ideas included • Two or more ideas in sequence • Little sense of audience. | A Simple Text using Basic Conventions may include: <ul style="list-style-type: none"> • Simple vocabulary related to the topic • Simple sentences • Correct use of nouns and verbs related to the topic • Use of capital letters and full stops. |
| 0.5 | A Simple Text may include: <ul style="list-style-type: none"> • A brief response that may or may not be related to the topic • Writing that is generally interpretable but may have to be read more than once or read aloud • Some ideas with no development • A string or list of words or ideas. | A Simple Text may include: <ul style="list-style-type: none"> • Some vocabulary related to the topic • Some proper sentence structures • Some correctly spelled words • Some attempts to use capital letters or full stops. |
| Below 0.5 descriptors | | |