

TELL ME I'M HERE

RICH ASSESSMENT TASK 2 (RECEPTIVE) RUBRIC

Language

Year 10 standard	Approaching or below	At	Above
<i>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</i>	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.
<i>Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication</i>	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.
<i>Compare the purposes, text structures and language features of traditional and contemporary texts in different media</i>	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.
<i>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts</i>	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.
<i>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction</i>	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.
<i>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</i>	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

Year 10 standard	Approaching or below	At	Above
<i>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts</i>	Attempts to compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.	Is able to compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.	Sophisticatedly compares and evaluates a range of representations of individuals and groups in different historical, social and cultural contexts.
<i>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</i>	Attempts to analyse and explain how text structures and language features of texts and the context in which texts are experienced may influence audience response.	Is able to analyse and explain how text structures and language features of texts and the context in which texts are experienced may influence audience response.	Sophisticatedly analyses and explains how text structures and language features of texts and the context in which texts are experienced may influence audience response.
<i>Evaluate the social, moral and ethical positions represented in texts</i>	Attempts to evaluate the social, moral and ethical positions represented in texts.	Is able to evaluate the social, moral and ethical positions represented in texts.	Sophisticatedly evaluates the social, moral and ethical positions represented in texts.
<i>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text</i>	Attempts to identify, explain and discuss how narrative viewpoint, structure, characterisation and devices shape different interpretations and responses to a text.	Is able to identify, explain and discuss how narrative viewpoint, structure, characterisation and devices shape different interpretations and responses to a text.	Sophisticatedly identifies, explains and discusses how narrative viewpoint, structure, characterisation and devices shape different interpretations and responses to a text.
<i>Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses</i>	Attempts to compare and evaluate how voice as a literary device can be used in a range of different types of texts to evoke particular emotional responses.	Is able to compare and evaluate how voice as a literary device can be used in a range of different types of texts to evoke particular emotional responses.	Sophisticatedly compares and evaluates how voice as a literary device can be used in a range of different types of texts to evoke particular emotional responses.

Literacy

Year 10 standard	Approaching or below	At	Above
<i>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</i>	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.

<i>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences</i>	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 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.
<i>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts</i>	Attempts to use appropriate reading techniques to support retrieving and connecting ideas within and between texts.	Is able to use appropriate reading techniques to support retrieving and connecting ideas within and between texts.	Sophisticatedly uses appropriate reading techniques to support retrieving and connecting ideas within and between texts.
<i>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence</i>	Attempts to use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspective, and evaluating supporting evidence.	Is able to use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspective, and evaluating supporting evidence.	Sophisticatedly uses comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspective, and evaluating supporting evidence.
<i>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 effects</i>	Attempts to review, edit or refine texts for control of content, organisation, sentence structure, vocabulary, and visual features to achieve particular purposes and effects.	Is able to review, edit or refine texts for control of content, organisation, sentence structure, vocabulary, and visual features to achieve particular purposes and effects.	Sophisticatedly reviews, edits or refines texts for control of content, organisation, sentence structure, vocabulary, and visual features to achieve particular purposes and effects.

Teacher assessment (circle)

Approaching or below Year 10 standard	At Year 10 standard	Above Year 10 standard
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Teacher comment