

## Task for *Mahtab's Story*

### Reflective Essay: Assessment Rubric

Achievement standard	Approaching or below Year 7 standard	At Year 7 Standard	Above Year 7 Standard
<p><i>Receptive mode:</i> Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.</p> <p><i>Productive mode:</i> They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>			
Demonstrated understanding of the text and use of evidence from the text to support a response.	Essay demonstrates some understanding of the issues encountered in the text and a developing ability to provide textual evidence to support discussion.	Essay demonstrates clear understanding of the issues encountered in the text and a consistent ability to provide textual evidence to support discussion.	Essay demonstrates strong understanding of the issues encountered in the text and an insightful use of textual evidence to support discussion.
Effective reflective tone and connections between personal experience and the text.	Student is developing a sense of personal voice and an ability to articulate personal views.	Student possesses a clear voice and can effectively communicate personal views.	Student has a strong sense of personal voice and adopts a highly appropriate reflective tone.
Demonstrated ability to compose an effectively structured essay and apply conventions.	Essay demonstrates a developing ability to use structure and conventions.	Essay makes effective use of structure and conventions.	Essay demonstrates sophisticated control of essay structure and conventions.

