

MEET ME AT THE INTERSECTION

RICH ASSESSMENT TASK PART 2 RUBRIC

| Element | Competency | Well below level | Below level | At level | Above level | Well above level |
|-------------------------|--|-----------------------|--|---|--|---|
| <i>Ideas</i> | <i>Student makes connections to key ideas from MEET ME AT THE INTERSECTION</i> | Insufficient evidence | Mentions the ideas explored in the mentor text | Refers to the idea of diversity and difference from the mentor text | Explores the idea of diversity and difference, taking inspiration from the mentor text | Presents strong and original insights into the thematic focus through writing |
| <i>Characterisation</i> | <i>Student can create a distinct character in their writing</i> | Insufficient evidence | Includes characters | Builds characters through description | Creates a distinct character with an original voice | Develops a detailed character, linking the voice to the thematic concern of the piece |
| | <i>Student can demonstrate authentic character development</i> | Insufficient evidence | | Causes character change throughout piece | Causes character change through plot action | Uses character development to reflect on the idea of diversity |
| <i>Structure</i> | <i>Student can incorporate a conflict to build their narrative</i> | Insufficient evidence | Includes a clear external conflict | Experiments with including internal conflict | | Uses a variety of concrete and abstract conflicts to explore ideas |

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| | <i>Student can incorporate a variety of sentence types to build their narrative</i> | Insufficient evidence | Uses simple sentences | Varies sentence length | Varies sentence length to strengthen expression | Varies sentence length to explore thematic concern |
| Language | <i>Student can use specific words to create fluency between sentences</i> | Insufficient evidence | | Includes linking words between sentences in places | Uses conjunctions and linking words between sentences consistently | |
| | <i>Student can select sophisticated and meaningful vocabulary to enhance meaning</i> | Insufficient evidence | Uses basic vocabulary | Experiments with vocabulary | Incorporates sophisticated vocabulary throughout | Incorporates sophisticated vocabulary to strengthen voice and thematic exploration |
| | <i>Student can incorporate spelling and grammar conventions into writing</i> | Insufficient evidence | Uses basic punctuation | Uses basic punctuation consistently | Experiments with punctuation and grammar choices | Uses sophisticated punctuation to enhance expression |
| Reflective commentary | <i>Student can critically reflect on and justify creative choices in their writing</i> | Insufficient evidence | Briefly outlines some intention behind written pieces | Addresses all required components in reflective commentary | Explains all creative choices in reflective commentary | Justifies all required components of task, linking creative choices to intended audience |