

Writing Assessment: Discussion

Student:

Date:

Element	E (0)	D (1)	C (2)	B (3)	A (4)
Text Type Features					
Statement of Issue	Student does not introduce the issue.	Student states the issue at the beginning of the text.	Student states the issue at the beginning of the text and cites different points of view or judgement being made.	Student clearly states the issue at the beginning of the text and can articulate different points of view or judgement.	Student clearly articulates the issue and provides a highly articulate statement highlighting different viewpoints or judgement.
Different views of issue with evidence	Student provides no, or extremely little, evidence for both positions. Student provides no, or extremely little, reference to sources of information to support any views.	Student provides some evidence for different positions AND / OR Student provides sufficient evidence for one view but not the other. References are basic.	Student provides sound argument, with supporting evidence for different positions. Student refers to sources of information to support views expressed <i>e.g. The Prime Minister stated, Monarchists believe... etc.</i>	Student provides strong argument, with well supported evidence for different positions. Student refers to a wide range of sources of information to support views expressed.	Student illustrates a strong understanding of the issue with well researched argument. Student makes incisive references to a wide range of sources.
Closing statement / recommendation	Student has provided no closing statement.	Student summarises the main arguments.	Student summarises the main arguments and adds a final recommendation or point which highlights the complexity of the issue or justifies their judgement.	Student clearly summarises the main arguments and adds a final recommendation or point which competently highlights the complexity of the issue or supports their judgement.	Student has provided a concise, clear summary of arguments. A highly articulate recommendation is provided, which demonstrates a very strong understanding of the issue.
Language Features					
Organisation and cohesion	Student has illustrated no structure or cohesion in their text.	Student has not organised ideas for and against into paragraphs AND/OR Meaning of text is a little difficult to follow.	Student organises views for and against into paragraphs. Text is easy to read and views are understood.	Student organises most points into separate paragraphs. Cohesive devices are used to enhance meaning.	Student has every point organised into its own well structured paragraph. The text is a highly cohesive piece of writing.
Sentence structure and punctuation	Student has expressed limited meaning through poor sentence structure. Few examples of correct punctuation.	Student uses only simple and some compound sentences. Most sentences lack correct punctuation.	Student uses compound sentences and attempts complex sentences. Reader is assisted by sound punctuation for stage level.	Student uses correct sentence structure, in a way that is clear and enhances meaning. All sentence punctuation is correct.	Student uses highly developed sentences that express precise meaning. All applicable punctuation is correct.
Spelling and vocabulary	Student has very few words spelt correctly and vocabulary is limited.	Student spells a majority of common words correctly. Vocabulary is basic.	Student makes very few spelling mistakes and demonstrates sound vocabulary for stage level.	Student uses difficult words throughout their text and spells most of these correctly. Consistent use of wide vocabulary.	Student uses very difficult and challenging words throughout their text and spells all correctly. Vocabulary is broad and highly articulate.
E = 0+, D = 6+, C = 11+, B = 16+, A = 24					