

# Writing Assessment: Information Report

Student:

Date:

Element	E (0)	D (1)	C (2)	B (3)	A (4)
<b>Text Type Features</b>					
<b>General statement identifying the subject (perhaps defining and classifying it)</b>	No introductory statement is present.	Student has either attempted to provide a classification or brief description AND / OR has not properly understood the purpose of the introduction.	Student has provided a clear classification or brief description of the subject.	Student has provided a very clear classification or description of the subject, including a researched fact.	Student has provided a highly articulate classification or description of the subject, supported by a researched fact that clearly defines the subject.
<b>Description of subject</b>	Very little or no information appears to have been researched.	Description of subject is mostly organised in 'bundles' of information. AND / OR Plagiarism appears evident.	Description of subject is in 'bundles' of information. Information is researched and is written in students own words.	Description of subject is well structured, with all information well researched. Student has attempted to use a variety of sources for information.	All information is properly researched and well represented from a variety of rich sources. Includes an extensive bibliography.
<b>Summary or comment (optional)*</b>	Student has not provided a conclusion OR Conclusion is lacking any real substance.	Student has attempted a summary statement or comment but it is either not effective, accurate or too basic.	Student includes a conclusion that summarises the subject or makes a comment about the subject and information provided in their report.	Student has provided a well written summary or comment to conclude their report.	Student has concluded with a summary or comment that illustrates a depth of knowledge of the subject.
<b>Language Features</b>					
<b>Organisation and cohesion</b>	Information is not ordered in paragraphs AND / OR Information is not clear and the document has very little / no cohesion.	Information is ordered in paragraphs or sets of paragraphs. However, information is not elaborated on OR Student has not presented information in clear, accessible ways.	Information is ordered in terms of paragraphs or sets of paragraphs which mostly elaborate on a particular aspect of the subject. Student has presented information in clear, accessible ways.	Information is ordered in well structured sets of paragraphs which clearly elaborate on the particular aspect of the subject. All information is clear and the student has attempted to present information in various ways.	Entire text is well structured in all areas. All paragraphs are correctly formed and elaborate on the particular aspect of the subject, highly articulately. Student has presented information in <u>various</u> clear, accessible ways.
<b>Sentence structure and punctuation</b>	Student has expressed limited meaning through poor sentence structure. Few examples of correct punctuation.	Student uses only simple and some compound sentences. Many 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.
<b>Spelling and vocabulary</b>	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.
<b>No conclusion: E = 0+, D = 6+, C = 10+, B = 15+, A = 20</b>			<b>Conclusion: E = 0+, D = 6+, C = 11+, B = 16+, A = 24</b>		

\* Summary or comment for a conclusion can be optional. Mark is out of 24 when a conclusion is appropriate for set task.