

Mission Heights Junior College: Student-Speak Rubrics

e-asTTle Matrix of Progress Indicators for Marking **Explanation Writing**

(Levels 1-6) 03.06.10 Version



FEATURES	LEVEL 1			LEVEL 2			LEVEL 3			LEVEL 4			LEVEL 5			LEVEL 6		
	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A
Audience Awareness and Purpose	- I have written for myself. - I have attempted to explain an idea or phenomenon. - I have assumed that the audience share the same knowledge about my context as me.			- I have recognised that I am writing for an audience other than me. - I have explained an idea or phenomenon. - I have assumed that the audience share the same knowledge about my context as me.			- I have shown that I am aware of the purpose of my writing and my audience through some of the choices I made about content, language and writing style. - My audience may need to make inferences to understand my explanation.			- I have shown that I am aware of the purpose of my writing and my audience through the choices I made about content, language and writing style. - My audience is provided with enough information to understand how something works or why something is the way it is in my explanation.			- I have shown that I am aware of the purpose of my writing by targeting the audience through the deliberate choices I made about content, language and writing style. - My audience is provided with all the information they need to understand how something works or why something is the way it is in my explanation.			- I have thought carefully about the reasons/rationale for my explanation and have managed to target it to my intended audience. - I have demonstrated an awareness of audience throughout my explanation, including the conclusion.		
Content/Ideas	- I have written a simple idea from my own perspective, as an explanation. - I have included some statements/information that do not link to the topic/task. eg. "I like rocks," or "I saw a tuatara"...etc			- I have identified a phenomenon or process and have given reasons for its occurrence. - I may have included some statements/information that do not link to the topic/task. eg. "I like rocks," or "I saw a tuatara"...etc			- I have clearly identified a phenomenon or process and have given reasons for its occurrence. - I have included information that is mostly relevant. - The body of my text contains a sequenced account of straightforward aspects or processes, and includes some reasons for why/how these occur.			- I have clearly identified a phenomenon or process and have given reasons for its occurrence. - I have only included relevant information. - The body of my text contains a sequenced account of straightforward aspects or processes in some detail, and includes some reasons for why/how these occur.			- I have written clear and detailed content that is relevant to my chosen topic sentences/paragraphs. - I have included relevant, accurate details at each stage. - The body of my text contains a sequenced and detailed account of straightforward aspects or processes, and includes some reasons for why/how these occur.			- I have presented clear, comprehensive content relevant to the topic. - I have acknowledged and explained multiple (several) causes or aspects of a phenomenon. - I have selected specific, relevant, accurate details and have targeted these carefully to support the explanation.		
Structure	- My sentences are organised around a single idea. - I have used simple connectives and/or sequence language to connect ideas.			- I have written simple, factual statements. - I have simple used connectives and/or sequence language to connect ideas within and across sentences. Some connectives are... <i>addition: also, furthermore, moreover</i> <i>opposition: however, nevertheless, on the other hand</i> <i>reinforcing: besides, anyway, after all</i> <i>explaining: for example, in other words, that is to say</i> <i>listing: firstly, first of all, finally</i> <i>indicating result: therefore, consequently, as a result</i> <i>indicating time: just then, meanwhile, later</i>			- I have attempted to structure content eg. an introduction, body and conclusion. - I have used connectives and/or sequence language to connect ideas within and across sentences. - I have attempted to section or paragraph my writing.			- I have structured the content in my explanation eg. an introduction, body and conclusion. - I have used connectives and/or sequence language to connect ideas within and across sentences. - I have used sections or paragraphs in my writing and have linked main ideas to supporting details.			- I have structured my writing to achieve a sense of coherence and wholeness. - I have used connectives and/or sequence language effectively to connect ideas within and across sentences. - The paragraphs in my writing have main ideas and supporting details. - I have linked sentences thematically to the topic of the paragraph or the section.			- I have structured my writing to achieve a sense of coherence and wholeness. - The paragraphs in my writing are arranged logically. - My paragraphs are well structured and have strong topic sentences to guide the reader's understanding of the explanation.		
Language Resources	- I have used some topic-specific language to convey thoughts and ideas. I have mainly used high-frequency words. - I have used simple, usually factual and descriptive language. I am beginning to use linking verbs eg. 'is,' 'have'... - I have tried to show cause and effect relationships by using links within sentences eg. 'because,' 'so'... - I have shown some understanding of pronoun use in my writing, to avoid repeating words. - I may have written my explanation from a personal perspective. - I have used simple sentences, with some variation in beginnings.			- I have used some topic-related vocabulary. - I have used factual and descriptive language to tell how it is or why it happens , with verbs in the present tense eg. melts, explodes, forces... - I have tried to show cause and effect relationships by using links within sentences eg. 'because,' 'so'... - I have shown some understanding of pronoun use in my writing, to avoid repeating words. - Some of my language is appropriate to purpose and audience. - I have used simple and compound sentences with different sentence starters. I have tried to use complex sentences.			- I have used topic-related vocabulary to help the audience understand parts of the phenomenon that I am explaining. - I have used factual and descriptive language to tell how it is or why it happens , with verbs in the present tense and adjectives to give detail. - I have shown cause and effect relationships by using links within sentences. - I have used pronouns in my writing, to avoid repeating words. - Most of my language is appropriate to purpose and audience. - I have used a variety of sentence structures, beginnings + lengths.			- I have attempted to use technical and/or specialised language (jargon). - I have consistently used precise, descriptive and factual language to tell how it is or why it happens . - I have used verbs in the present tense eg. evaporates, 'rises' ... - I have shown relationships through links within sentences and between paragraphs. - I have used language that is appropriate to purpose and audience. - I have used a variety of sentence structures, beginnings and lengths for effect.			- I have used technical and/or specialised language (jargon) accurately. - I have deliberately used precise, descriptive and factual language to tell how it is or why it happens . - I have used clear, sequential structures and transitions within and between my paragraphs. - I have used a variety of sentence structures, beginnings + lengths for effect and impact.			- I have written in an appropriately formal way and strategically selected language features to use such as... <ul style="list-style-type: none"> • Technical and/or specialised language; • Linking and/or sequence language; • Precise descriptive factual language; • Timeless present tense; • Passive voice. - I have consistently selected, placed and ordered relevant material in paragraphs and throughout the text. - I have effectively constructed complex, varied sentences.		

Key: B = Basic P = Proficient A = Advanced