

**Mission Heights Junior College: Student-Speak Rubric**  
 e-asTTle Matrix of Progress Indicators for Marking **Instructional 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
<b>Audience Awareness and Purpose</b>	- I have written for myself. - I have attempted to instruct the audience about a simple procedure. - 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 instructed the audience about a simple procedure. - 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 follow my instructions.			- 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 follow my instructions.			- I have shown that I am aware of the purpose of my writing by <b>targeting</b> the audience through the <b>deliberate</b> choices I made about content, language and writing style. - My audience is provided with enough information to follow my complex instructions.			- I have taken, experience, background, purpose, motivation and needs of my audience into account through deliberate choice of content, language and writing style. - I have shown empathy for my intended audience to be able to follow my instructions in the real world.		
<b>Content/Ideas</b>	- My writing includes <b>one or more</b> of the following elements for a procedure, eg. headings, materials, actions. - I may have included information unrelated to the instruction. - My audience may be able to complete a simple task from the information that I have provided.			- My writing includes <b>some</b> of the following elements for a procedure, eg. headings, materials, actions. - I may have included some statements unrelated to the instruction. - My audience could usually complete a task from the information that I have provided.			- My writing includes most of the following elements for a procedure eg. headings, materials, actions. - I have included content and detail that is mostly relevant to the instruction. - My audience can complete a task from the information that I have provided.			- The elements in my procedure are generally precise eg. elaborated sub-steps, diagrams and/or illustrations. - The content and detail of my writing is relevant to the instruction. - My audience can complete a complex task because I have provided them with enough precise, accurate information.			- The elements in my procedure are precise and comprehensive. - The content and detail of my writing is relevant to the instruction, and gives support/advice. - My audience can complete a complex task because I have provided them with enough precise, accurate information.			- I have given targeted advice in my instruction for unforeseen difficulties. - I have selected or excluded details carefully. My procedure is not over detailed. - My writing may include conditional steps.		
<b>Structure</b>	- My writing is clear, organised and sequential in places. - I may have included simple ordering devices, eg. numbers. - I have used simple time-linking words and/or sequence language to connect ideas eg. 'first,' 'then'.			- My writing is mostly clear, organised and sequential. - I may have included simple ordering devices, eg. numbers. - I have used simple time-linking words and/or sequence language to connect ideas within and across sentences eg. 'first,' 'then,' 'next,' 'when,' 'finally'.			- My writing is clear, organised and sequential. - I have used ordering devices, eg. numbers. - I have used time-linking words and/or sequence language to connect ideas within and across sentences. - I have attempted to section or paragraph my writing.			- My writing is clear, organised and sequential. - I have used ordering devices appropriately and may have experimented with combinations of organisational methods. - I have used appropriate and varied time-linking words and/or sequence language to connect ideas within and across sentences. - I have sectioned or paragraphed my writing.			- My writing is clear, organised, logical and sequential. - I deliberated over my organisational methods and may have used combinations of ordering devices. - I have used effective and varied time-linking words and/or sequence language to connect ideas within and across sentences. - I have used paragraphs with main ideas and supporting details, where appropriate.			- My instruction is organised, logical and effective. - I have used a variety of appropriate methods to organise my instruction effectively. - I have used effective and varied time-linking words and/or sequence language to connect ideas within and across sentences. - I have used paragraphs effectively, with main ideas and supporting details, where appropriate.		
<b>Language Resources</b>	- I have used some simple, command-like statements. - I have used some topic-specific language to instruct. I have mainly used high-frequency words. - I have shown some understanding of pronoun use in my writing, to avoid repeating words. - I may have written the actions in my instructions from a personal perspective. - I have used simple sentences, with some variation in beginnings.			- I have used command-like statements with some elaboration. - I have used some topic-related vocabulary. - 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 some features of procedural language, eg. imperatives, passive voice, data. - I have used topic-specific language. - I have used language appropriate to describing materials and actions, eg. action verbs, adverbs and adjectives to give detail. - 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 used most features of procedural language, eg. imperatives, passive voice, data. - I have used topic-specific language. - I have used language appropriate to describing procedure, eg. action verbs, adverbs and adjectives to give detail. - I have used pronouns in my writing, to avoid repeating words. - 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 features of procedural language. - I have used topic-specific language. - I may have adjusted the language in my instruction to both instruct and advise. - I have used pronouns in my writing, to avoid repeating words. - I have used language concisely. - I have used a variety of sentence structures, beginnings + lengths for effect and impact. I may have used an imperative in conclusion.			- I have demonstrated controlled and consistent use of the appropriate register in my instruction. - I have used adjectives and/or positives richly to motivate and support completion of my instructions. - I have used topic-specific language effectively. - I may have adjusted the language in my instruction to both instruct and advise. - I have used language concisely. - I have used a variety of sentence structures, beginnings + lengths for effect and impact. I may have used an imperative in conclusion.		

**Key: B = Basic P = Proficient A = Advanced**