

Victorian Curriculum Developmental Rubric

Learning Area: English

Strand: Writing



Developmental Progression:

Indicators

	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Text Structure and Organisation	Uses text structures to assist readers in understanding the text	Creates texts, choosing and experimenting with text structures	Creates texts using evidence of structure. Experiments with text structures and language features and their effects in creating literary texts Writes structured paragraphs	Creates texts for particular purposes and effects using structural features appropriate to the type of text. Orders paragraphs to best support and sustain an argument and to organise and convey information clearly.	Creates texts that respond to issues, interpreting and integrating ideas from other texts Structures an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument.	Creates a wide range of texts to articulate complex ideas and makes relevant thematic and intertextual connections with other texts. Presents a structured argument by providing a statement of the major perspectives or concerns relating to an issue, structuring the text to provide a major point for each paragraph with succinct elaboration Uses conventions for citing others, and references these in different ways
Purpose and Audience	Creates texts for different purposes and audiences.	Creates detailed texts elaborating upon key ideas for a range of purposes and audiences	Creates structured and coherent texts for a range of purposes and audiences	Creates and edits texts for specific effects, taking into account intended purposes and the needs and interests of audiences.	Uses a variety of language features to create different levels of meaning. Varies responses by comparing their responses to texts to the responses of others	Creates literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience
Ideas and Point of View	Develops and explains a point of view about a text	Uses specific details to support a point of view	Draws on personal knowledge, textual analysis and other sources to express or challenge a point of view.	Combines ideas, images and language features from other texts to show how ideas can be expressed in new ways.	Creates texts that present a point of view and advance or illustrate arguments.	Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

Language Features	Uses language features to show how ideas can be extended	Uses language features and language patterns for emphasis	Combines language features and images from other texts for effect	Selects language to influence audience response.	Manipulates language features and images to create innovative texts	Develops complex texts through language features including nominalisation, clause combinations, technicality and abstraction.
Written Expression and Grammar	Uses simple grammar and sentence types	Uses correct grammar and makes considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.	Expands ideas through intentional use of simple and compound and occasional complex sentences. Maintains consistent tense within and between sentences	Consistently writes compound sentences correctly and uses a greater range of complex sentences Uses a variety of sentence structures and sentence beginnings Uses cohesive devices to link ideas or arguments	Maintains appropriate tense throughout the text. Uses a range of sentences including correctly structured complex sentences Intentionally tightens a text by leaving out words that can be readily inferred from the context (Kokou must be hungry. But he was not [hungry].)	Uses a wide range of sentence and clause structures as authors to design and craft texts for effect Uses passive voice and nominalisation strategically (an expectation of failure became common)
Vocabulary and Metalanguage	Uses appropriate key words to represent an idea	Uses common homophones (two, to) Recognises and writes increasingly complex words	Uses cohesive vocabulary to indicate order, cause and effect Uses expressive words to describe action and affect the reader Intentionally substitutes common or generic words with synonyms (excited for happy)	Uses a range of learnt topic words to add credibility to information and arguments Chooses alternative and specific words to add variety (replied for said)	Uses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk) Uses words to express cause and effect (consequently, thus)	Uses words that invite connotations (startled, dismayed) Uses language that evokes an emotional response (the soldiers triumphed) Substitutes precise vocabulary for common or everyday words (stinging, icy for cold) Uses topic-specific vocabulary to add credibility and weight to arguments
Spelling and punctuation	Spells most simple words and some common words correctly. Uses simple punctuation.	Use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell. Uses accurate punctuation for clarity.	Accurately spells most high-frequency words Uses some irregular spelling patterns (cough) Uses punctuation to support meaning	Spells some complex words correctly (correctly adds prefixes and suffixes to base words) Uses punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts.	Spells simple, most complex and some challenging words correctly Uses complex punctuation correctly along with layout and font variations in constructing texts	Uses knowledge of the spelling system to spell unusual and technical words accurately Uses a range of complex punctuation flexibly and correctly