

Assessment Rubric - Reflection Essay - *Kill the Possum*

	Learning Component	Focus	Minimal	Partial	Sound	High	Outstanding
Language	Text Structure	<i>Use and reference quotes</i> Understand conventions for citing others, and how to reference these in different ways	Only one quote is included (or none) and/or it is not referenced.	One to two quotes used, may be referenced correctly	At least three quotes or examples are provided and correctly referenced.	Examples and referenced quotes selected to prove points and/or attempts made to have them flow within the text.	Pertinent examples and quotes inserted into discussion.
Literature	Examining and Responding to Literature	<i>Address essay topic</i> Reflect on, extend, endorse or refute others' representations of and responses to literature.	Re-states topic, copies examples and/or does not address topic. Opinion is unclear.	Most parts of topic are addressed with some description and/or attempt at interpreting. Opinion is recognised but may be superficial.	Each aspect of topic is examined and sound attempt at analysis made. Opinion is clearly identified.	Opinion is clear from the beginning and insightful. Discussion is developed and opinion is clear and verified.	Clear, insightful position is presented early and in a sophisticated manner. Discussion is thorough, consistent, fully justified and presented with acumen and depth.
		<i>Demonstrate understanding of novel</i> Identify, analyse, explain and discuss how text structures, language features, characterisation and devices may influence audience response and shape different interpretations and responses to a text.	Some ideas and concepts are named and/or described. Supporting facts are simplistic and/or only loosely connected.	Plot tends to be summarised and/or ideas retold. Ideas are supported with some elaboration.	Ideas are elaborated and contribute effectively to stated opinion. Supporting evidence is accurate and relevant and sustained the position.	Ideas are generated, selected and effectively manipulated to sustain opinion. High level of insight and appropriate inferences made.	Ideas and concepts are generated, selected and crafted to be highly perceptive and sustain opinion. Evidence supports and sustains strong argument.

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Literacy	Creating Texts	<i>Use essay conventions and Style Guide</i> Create sustained texts for informative or persuasive purposes, and that reflect upon challenging or complex issues	Evidence of Style Guide use is scant. Written piece is a retelling or plot summary, not an essay.	Contains an introduction, a body and conclusion OR detailed longer text with two developed components and one weaker component. Has a weak or no recognisable conclusion strategy. Some aspects of Style Guide followed.	Formal language generally used throughout. Obvious introduction, body and conclusion. Introduction has a clear position, body provides detailed supporting evidence and conclusion reinforces argument. Style Guide mostly followed.	Formal, objective language mostly used. Original introduction and/or conclusion. Body paragraphs effectively develop the argument and conclusion is logically drawn. The Style Guide followed.	Formal, objective and nominalised language used throughout. All original paragraph content. Conclusion is compelling. Style Guide used Precisely.
		<i>Plan, draft and edit own work</i> Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary to achieve particular purposes.	Editing is not obvious: many errors throughout. Correct sentences are mostly simple and/or compound. Slang or colloquial language used.	Most simple and compound sentences are correct and some complex sentences are correct. Little editing evident. Meaning is predominantly clear.	Most simple, compound and complex sentences are correct OR all three types are correct but do not demonstrate variety. Modifications made enhance clarity of meaning.	Variety of sentence structures used to very good effect. Meaning is clear, essay is logical and coherent and vocabulary is quite precise and accurate.	Essay contains controlled and well developed sentences that express precise meaning and are consistently coherent and cohesive, with clear synthesis and evaluation of material, as well as precise vocabulary.
	Comments:						

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