

# Recount Writing Rubric

	<b>Level 1</b> <b>Usually with support,</b> <b>AFs are evident in some writing</b>	<b>Level 2</b> <b>AFs are evident in some forms of writing</b>	<b>Level 3</b> <b>AFs are evident in most forms of writing</b>	<b>Level 4</b> <b>AFs are evident across a range of writing</b>	<b>Level 5</b> <b>AFs are evident across a wide range of writing</b>
<b>AF1– Ideas &amp; Voice</b>	<p>Usually with support, provides limited elaboration for at least 3 ideas generally related to the topic. The details answer the who, where, and when questions in the text.</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>Provides some elaboration for at least 3 ideas related to the topic. The details answer <b>most</b> of the who, where, what, when, and why questions in the text.</p> <p>The writing is beginning to sound unique through interesting word choices, conventions, and/or presentation.</p>	<p>Provides elaboration for at least 3 ideas related to the topic. The details answer the who, where, what, when, why, and how questions in the text.</p> <p>Hints of unique voice are evident throughout the text (e.g., interesting use of word choice, conventions, and/or presentation) and attempts to hold the reader’s interest.</p>	<p>The ideas are specific to the topic and include relevant, important details. The details accurately answer the who, where, what, when, why, and how questions in the text.</p> <p>Unique voice is evident throughout most of the text (e.g., individuality is present and the writing sounds different from the way others write) and holds the reader’s interest.</p>	<p>The ideas are highly specific to the topic and include relevant and imaginative details. The details to answer the who, where, what, when, why, and how questions are embedded in the text.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established) and effectively holds the reader’s interest.</p>
<b>AF2 – Organisation &amp; Voice</b>	<p>Usually with support, the writing has a similar voice regardless of audience or purpose.</p> <p>Usually with support, the title is simple and predictable.</p>	<p>The writing is beginning to fit the audience or purpose in some way (e.g., the tone is becoming lively, humorous, amusing, animated, or informative, depending on form).</p> <p>The title states the topic and is beginning to catch the reader’s attention. May be closely related to the prompt or topic.</p>	<p>The writing fits the audience or purpose (e.g., the tone is lively, humorous, amusing, animated, or informative, depending on form).</p> <p>The title is original and effective, and catches the reader’s attention.</p>	<p>Writes with an understanding of a specific audience or purpose (e.g., the tone is highly lively, humorous, amusing, animated or informative, depending on form).</p> <p>The title is original and effective. It catches the reader’s attention, and captures the central theme of the piece.</p>	<p>Writes with a strong sense of a specific audience or purpose (e.g., the tone accurately portrays true emotion).</p> <p>The title is thoughtful, original and effective. It catches the reader’s attention and cleverly and creatively alludes to the central theme of the piece.</p>
<b>AF 3 - Organisation</b>	<p>Usually with support, the opening is a simple, short statement (e.g., <i>I went to the beach on Sunday</i>).</p>	<p>The opening shows a basic attempt to use a simple “hooking strategy” followed by a sentence that provides some more detail (e.g., <i>Splish splash! On Saturday, I went to Morrirt’s with my brother</i>).</p>	<p>The opening has a “hooking strategy” (e.g., dialogue: <i>“Stop right there!”</i>) followed by additional details.</p>	<p>The opening paragraph has a “hooking strategy” that catches the reader’s attention (e.g., a flash forward of the ending) followed by additional details to set the context.</p>	<p>The engaging opening paragraph has a creative “hooking strategy” that effectively catches the reader’s attention and is followed by additional, relevant details that give direction to the text.</p>

AF3 - Organisation	<p>Usually with support, the text is ordered in time sequence (e.g., may be choppy and disconnected).</p> <p>Usually with support, the closing is a short personal feeling sentence (e.g., <i>I loved the beach that day</i>).</p>	<p>The text is in logical order, but may have several gaps.</p> <p>The closing has two original thoughts/details that are related to or are beginning to reflect upon the event (e.g., <i>I enjoyed my time at the beach. It was a day to remember!</i>).</p>	<p>The text contains a series of events that flow logically without noticeable gaps.</p> <p>The closing reflects upon the events and may include lessons learned and/or connections made.</p>	<p>The developed text has a series of connected events that flow logically.</p> <p>The closing paragraph reflects upon the events and includes lessons learned and/or connections made.</p>	<p>The well-developed text has a series of connected and clear events that flow smoothly and logically.</p> <p>The detailed closing paragraph provides a deep reflection of the event(s) while also making a connection to the opening.</p>
AF4 - Organisation	<p>Usually with support, uses some generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Usually with support, accurately uses <u>return sweep</u> to organise sentences.</p>	<p>Uses a variety of generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Ideas are grouped into an opening, a middle, and a closing.</p>	<p>Attempts to use more complex linking words/phrases (e.g., <i>suddenly, recently, as soon as, the following day</i>) to show the passing of time.</p> <p>Attempts to use paragraphs to group ideas together and sometimes changes paragraphs appropriately (e.g., beginning, ending, change of setting, when a long time passes, when a new person speaks).</p>	<p>Uses complex linking words/phrases that transition the recount and/or effectively show the passing of time (e.g., <i>Before we left for the beach...</i>).</p> <p>Uses (structured, where appropriate) paragraphs to group ideas and changes paragraphs appropriately (e.g., beginning, ending, change of setting, when a long time passes, when a new person speaks).</p>	<p>Uses a variety of complex and unique linking words/phrases that support cohesion of the text and effectively transition/show the passing of time.</p> <p>Uses (structured, where appropriate) paragraphs and confidently changes paragraphs appropriately. Within paragraphs, a range of devices to support cohesion (e.g., connectives, linking words) are used.</p>
AF5 – Sentence Fluency	<p>Usually with support, writes most thoughts in sentences.</p> <p>Usually with support, shows a basic awareness of tense (e.g., generally written in <u>simple past tense</u>, although inconsistencies may be evident).</p>	<p>Writes full sentences that start in a few different ways (e.g., not always with <i>I</i>).</p> <p>Most of the text is written in the simple past tense.</p>	<p>Attempts to write a variety of sentences (e.g., some simple and some complex).</p> <p>Writes in the past tense consistently throughout the text.</p>	<p>Writes a variety of sentences (e.g., simple, complex, long, and/or short) that are frequently structured properly.</p> <p>Writes in the past tense consistently throughout the text and makes some attempt to change tenses when appropriate (e.g., dialogue).</p>	<p>Writes a variety of properly structured sentences and deliberately changes word order, length, and type to emphasise meaning and affect the reader.</p> <p>Writes in the past tense consistently throughout the text and change tenses when appropriate (e.g., dialogue).</p>

AF5 – Sentence Fluency	Usually with support, at least one basic connective such as <i>and</i> is used to join ideas	At least two basic connectives such as <i>and</i> , <i>but</i> , and/or <i>so</i> are used to join two independent clauses to form a compound sentence.	Uses more than two connectives such as <i>if</i> , <i>when</i> , and/or <i>because</i> .	Uses a variety of complex connectives, such as <i>therefore</i> and <i>however</i> .	Accurately uses a wide variety of complex connectives to show relationships between ideas
AF6 - Conventions	<p>Usually with support, uses full stops at the end of most sentences.</p> <p>Usually with support, most sentences start with capital letters</p>	<p>Uses full stops correctly and attempt to use exclamation or question marks.</p> <p>Starts sentences with capital letters and is beginning to use capitals letters for the beginning of names.</p> <p>Beginning to use some commas in lists.</p>	<p>Consistently uses full stops, exclamation marks, and/or question marks at the end of sentences.</p> <p>Accurately uses capital letters to start sentences and for proper nouns.</p> <p>Uses commas accurately in lists.</p> <p>Attempts to correctly use quotation/speech marks and related punctuation.</p>	<p>Accurately punctuates the end of sentences throughout the text using a variety of end marks.</p> <p>Uses capital letters accurately throughout the text.</p> <p>Uses commas accurately in lists and is beginning to mark clauses (e.g., at the end of a linking phrase).</p> <p>Uses quotation/speech marks and related punctuation accurately.</p>	<p>Uses the full range of punctuation accurately and ensures that there is a variety of punctuation throughout the text. (e.g., fullstops, exclamation marks, question marks, quotation/speech marks, apostrophes, brackets).</p> <p>Uses commas in lists and to mark clauses accurately.</p>
AF 7 – Word Choice	<p>Usually with support, uses some basic adjectives.</p> <p>Usually with support, uses some simple action verbs (e.g., <i>I saw</i>, <i>I went</i>, <i>I did</i>).</p>	<p>Uses a variety of basic adjectives.</p> <p>Uses a variety of action verbs (e.g., <i>I played</i>, <i>I watched</i>, <i>I used</i>).</p>	<p>Uses a variety of strong adjectives throughout the text (e.g., <i>tiny</i>, <i>enormous</i>, <i>freezing</i>, <i>boiling</i>, <i>bitter</i>).</p> <p>Attempts to use a variety of interesting action verbs and adverbs (e.g., <i>travelled</i>, <i>glimpsed</i>, <i>quickly</i>, <i>gently</i>).</p>	<p>Throughout the text, uses descriptive and figurative language (e.g., similes or alliteration) to “show” rather than “tell” the reader (e.g., <i>I bounced merrily through the garden like a basketball dribbling down the court</i>).</p> <p>Uses a broad range of interesting action verbs and adverbs throughout text.</p>	<p>Throughout the text, uses descriptive and figurative language to create strong, fresh and vivid images that allow the reader to visualise.</p> <p>Confidently uses a broad range of interesting action verbs and adverbs throughout the text to describe meaning, mood, or emotion.</p>

AF7 – Word Choice	Usually with support, uses simple vocabulary and repeats key words.	Makes some adventurous word choices.	Attempts to make powerful word choices that energise the writing (e.g., <i>The wind sent chills up my spine</i> ).	Makes powerful word choices that energise the writing and have an effect on the reader (e.g., deliberate attempt to choose the best word instead of the first word that comes to mind).	Demonstrates a wide vocabulary when making powerful word choices that energise the writing and have an effect on the reader (e.g., precisely chosen words suited to the topic).
AF8 - Conventions	Usually with support, shows an awareness of the sounds formed by different letters and groups of letters (e.g., some high frequency words are spelled correctly and phonetically plausible attempts are made).  Usually with support, uses use the word wall for tricky words.	Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible.  Uses the word wall for tricky words.	Simple mono and polysyllabic words are spelled correctly.  With limited errors, uses a spelling resource for unknown words.	Polysyllabic words that conform to regular patterns are spelled correctly  Uses a spelling resource for unknown words.	Spelling is accurate throughout the text.
AF9- Presentation	Usually with support, most letters are placed correctly on the line and spaces are used between words.  Usually with support, includes basic presentation features (e.g., a simple illustration or picture).	Letters are correctly sized, orientated, and placed on the line; and spaces are used between words  Includes basic presentation features (e.g., an illustration or picture related to the recount).	Includes presentation features that attempt to enrich/clarify the text (e.g., illustrations, pictures, changes in font type or size, etc.) may be included.	Includes presentation features that enrich/clarify the text (e.g., illustrations, pictures, timelines, captions, changes in font type or size, etc.) may be included.	Includes presentation features that achieve a particular effect and/or enhance understanding (e.g., illustrations, pictures, timelines, captions, changes in front type or size, etc.) may be included.