

Report Writing Rubric

	Level 1 Usually with support, AFs are evident in some writing	Level 2 AFs are evident in some forms of writing	Level 3 AFs are evident in most forms of writing	Level 4 AFs are evident across a range of writing	Level 5 AFs are evident across a wide range of writing
AF1– Ideas & Voice	<p>Usually with support, facts/descriptive statements (at least 3) are generally related to the topic with limited elaboration.</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>Facts/descriptive statements (at least 3) are related to the topic with some elaboration.</p> <p>The writing is beginning to sound unique through interesting word choices, use of conventions, and/or presentation.</p>	<p>The subtopics (at least 3) are related to the topic and elaborated on with facts and details.</p> <p>Hints of unique voice are evident throughout the text (e.g., interesting word choices, use of conventions, and/or presentation) attempts to demonstrate an interest in the topic.</p>	<p>The subtopics (at least 3) are specific to the topic and elaborated on (?) using relevant researched examples, facts, and details.</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 demonstrates an interest in the topic.</p>	<p>The subtopics (at least 3) are highly specific to the topic and provide sufficient and researched information and details to offer the reader a deep understanding of the topic.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established) and demonstrates a keen interest in the topic.</p>
AF2 – Organisation & Voice	<p>Usually with support, the writing has a similar voice regardless of the 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 objective and expert).</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 objective and expert).</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 objective and expert).</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 connects with the audience and the author appears to be highly knowledgeable.)</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>
AF3 - Organisation	<p>Usually with support, the opening is a simple and short statement that identifies the topic (e.g., <i>Bats are interesting animals</i>).</p>	<p>The opening has a basic attempt to use a simple “hooking strategy,” followed by a simple, short statement that identifies the topic.</p>	<p>The opening has a “hooking strategy,” followed by details that introduce the topic (e.g., list of adjectives, question, noisy word, simile, etc.).</p>	<p>The opening paragraph has a “hooking strategy” that catches the reader’s attention, introduces the main idea, and briefly states the subtopics to be discussed.</p>	<p>The engaging opening paragraph has a creative “hooking strategy” followed by an explanation of the main idea and statement of the subtopics to be discussed whilst providing a clear direction to the text.</p>

AF3 - Organisation	Usually with support, the closing is a short sentence related to the topic (e.g., <i>Dogs are great.</i> May be a personal statement.)	The closing has two original supporting details related to the topic (e.g., <i>Spiders are interesting insects. But remember, you don't need to be afraid.</i>)	Includes minimally developed and logically categorised subtopics that support the main idea. The closing has a linking phrase (e.g., <i>In conclusion...</i>), attempts to restate the main idea, and summarises some of the supporting details.	Includes developed and logically categorised subtopics that support the main idea. The closing paragraph has a linking phrase (e.g., <i>In summary ...</i>), restates the main idea, summarises the supporting details.	Includes well-developed subtopics that strongly support the main idea and that are managed effectively across the text. The well-developed closing paragraph restates the main idea, reiterates the critical points, and states the significance or importance of the topic in an interesting and creative way.
AF4 - Organisation	Usually with support, accurately uses <u>return sweep</u> to organize sentences.	Groups ideas into an opening, middle (facts), and a closing.	To connect paragraphs, attempts to use more complex linking words/phrases (e.g., <i>another thing, you might also want to know, in addition</i>). Attempts to use paragraphs to group content and sometimes changes paragraphs appropriately (e.g., change of subtopic, introduction, conclusion).	To connect paragraphs, uses complex linking words/phrases (e.g., <i>In addition to being a deadly predator, the Great White Shark also...</i>). Uses structured paragraphs to group content and changes paragraphs appropriately (e.g., change of subtopic, introduction, and/or conclusion).	Uses a variety of complex and unique linking words/phrases that support cohesion of the text and effectively transition between subtopics. Uses structured paragraphs and confidently change paragraphs appropriately. Within paragraphs, a range of devices are used to support cohesion (e.g., connectives, linking words).
AF5 – Sentence Fluency	Usually with support, writes most thoughts in sentences.	Writes full sentences that start in a few different ways (avoids: <i>The iguana eats... The iguana lives... The iguana likes...</i>).	Attempts to write a variety of sentences (e.g., some simple and some complex).	Writes a variety of sentences (e.g., simple, complex, long and/or short) that are frequently structured properly.	Writes a variety of properly structured sentences and deliberately changes word order, length, and type to emphasise meaning and affect the reader.

AF5 – Sentence Fluency	<p>Usually with support, shows a basic awareness of tense (e.g., generally written in the appropriate tense although inconsistencies may be evident).</p> <p>Usually with support, at least one basic connective such as <i>and</i> is used to join ideas.</p>	<p>Most of the text is written in the appropriate tense. (e.g., simple present: <i>A shark <u>lives</u> in the ocean.</i> vs. simple past: <i>Columbus <u>landed</u> in the Cayman Islands).</i></p> <p>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.</p>	<p>Writes in the appropriate tense consistently throughout the text.</p> <p>Uses more than two connectives such as <i>if</i>, <i>when</i>, and/or <i>because</i>.</p>	<p>Writes in the appropriate tense consistently throughout the text and makes some attempt to change tenses when appropriate.</p> <p>Uses a variety of complex connectives such as <i>therefore</i> and <i>however</i>.</p>	<p>Writes in the appropriate tense consistently throughout the text and changes tenses when appropriate.</p> <p>Accurately uses a wide variety of complex connectives to show relationships between ideas.</p>
AF6 - Conventions	<p>Usually with support, uses full stops at the end of most sentences.</p> <p>Usually with support, starts most sentences with capital letters.</p>	<p>Uses full stops correctly and attempts to use exclamation or question marks.</p> <p>Starts sentences with capital letters and is beginning to use capital 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>When applicable, 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>When applicable, uses quotation/speech marks and related punctuation accurately*.</p>	<p>Uses the full range of punctuation accurately and ensure 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>
AF7 – Word Choice	<p>Usually with support, uses some basic adjectives.</p>	<p>Uses a variety of basic adjectives.</p>	<p>Uses a variety of strong adjectives and adverbs throughout the text.</p>	<p>Uses descriptive language, including adjectives and adverbs (and may also use figurative language) throughout the text.</p>	<p>Uses descriptive (and may also use figurative) language, including a variety of adjectives and adverbs, to create strong, fresh and vivid images that help to illustrate facts and details, throughout the text.</p>

AF7 – Word Choice	<p>Usually with support, uses some simple words that are suitable to the topic (e.g., <i>paw, tail, leg, ear, collar</i>).</p> <p>Usually with support, uses simple vocabulary and repeat key words.</p>	<p>Uses a variety of basic words that are suitable to the topic (e.g., <i>diet, habitat, stem, leaf, shelter</i>).</p> <p>Makes some adventurous word choices.</p>	<p>Attempts to use a variety of subject specific terminology.</p> <p>Attempts to make powerful word choices that energise the writing.</p>	<p>Throughout the text, a variety of precise subject specific terminology is used.</p> <p>Makes powerful word choices that energise the writing and affect the reader (e.g., a deliberate attempt to choose the best word instead of the first word that comes to mind).</p>	<p>Throughout the text, confidently uses a broad range of precise subject specific terminology that demonstrates knowledge of the topic.</p> <p>When making powerful word choices, demonstrates a wide vocabulary that energises the writing and affects the reader (e.g., precisely chosen words suited to the topic).</p>
AF8 - Conventions	<p>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).</p> <p>Usually with support, uses the word wall for tricky words.</p>	<p>Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible.</p> <p>Uses the word wall for tricky words.</p>	<p>Simple mono and polysyllabic words are spelled correctly.</p> <p>With limited errors, uses a spelling resource for unknown words.</p>	<p>Polysyllabic words that conform to regular patterns are spelled correctly</p> <p>Uses a spelling resource for unknown words.</p>	<p>Spelling is accurate throughout the text.</p>
AF9- Presentation	<p>Usually with support, most letters are placed correctly on the line and spaces are used between words.</p> <p>Usually with support, includes basic presentation (e.g. subtitles, illustrations, and diagrams with labels).</p>	<p>Letters are correctly sized, orientated, and placed on the line; and spaces are used between words</p> <p>Includes basic presentation features (e.g., subtitles, illustrations, diagrams with labels, maps, text boxes, and/or charts).</p>	<p>Includes presentation features that attempt to enrich/clarify the text (e.g., subtitles, diagrams with labels, illustrations, maps, textboxes, captions, types of font, tables of contents, glossaries, charts, graphs, etc.)</p>	<p>Includes presentation features that enrich/clarify the text (e.g., subtitles, diagrams with labels, illustrations, maps, textboxes, captions, types of font, tables of contents, glossaries, charts, graphs, etc.)</p>	<p>Includes presentation features that achieve a particular effect and/or enhance understanding (e.g., diagrams with labels, illustrations, textboxes, flowcharts, captions, types of font, etc.)</p>