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| --- | --- | --- | --- | --- |
| Presentation | Presentation of choice is highly engaging including appropriate font size for information, relevant images, flow charts, graphic organisers, sound tracks have been included where relevant and the layout is easy to follow | Presentation of choice is engaging including mostly appropriate font size for information, relevant images, flow charts, graphic organisers, sound tracks have been included where relevant and the layout is easy to follow | Presentation of choice is sound including some appropriate font size has been used, mostly relevant images, flow charts, graphic organisers, sound tracks have been included where relevant and the layout can be followed | Presentation is not appropriate  Font size is too small, or large, not enough relevant images have been included. |
| Ideas/Focus | * Includes a clear focus and all required topics (including task 3) are portrayed to the audience in detail * Information is paraphrased and quotes are accurate * Compare and contrast between Australia is very detailed and specific | * Includes a clear focus and most required topics (including task 3) are portrayed to the audience in detail * Information is mostly paraphrased and/or quotes are mostly accurate * Compare and contrast between Australia is detailed and specific | * Includes a clear focus and most required topics (including task 3) are portrayed to the audience in detail, however a few aspects were either not included or too brief * Information is somewhat paraphrased and/or quotes are inaccurate * Compare and contrast between Australia is quite detailed in some aspects | * Most required topics and portrayed to the audience, however some were missed or very brief in description * Information is not paraphrased and/or quotes are confusing * Compare and contrast between Australia is to general and not detailed enough |
| Research | * Thorough research is evident from a variety of sources (at least 4 different sources) * An accurate bibliography is included to verify the research | * Research is evident from a variety of sources  (at least 3 different sources) * An accurate bibliography is included to verify the research | * Some research is evident (information is gathered from only 1-2 source) * A bibliography is included to verify the research | * Limited research is evident A bibliography is not detailed or evident at all. |

**Homework Rubric**

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| Editing  Editing texts for meaning, structure and grammatical features | Consistently monitors writing, making editorial choices for text structures, language features, spelling and punctuation, based on purpose ( persuade and inform ) and audience. | Makes editorial choices for text structures, language features, spelling and punctuation based on purpose (persuade and inform) and audience. | Makes editorial choices based on text structures  (persuade and inform language features, spelling and  punctuation. - VCOP | Identifies and makes some editorial choices in their own work bases on VCOP. |
| Vocabulary | Makes sophisticated (tier 2 and 3) vocabulary  choices and selects a range of sentence types, effectively enhancing cohesion and structure in their writing. | Makes considered and effective (tier 2) vocabulary choices and uses a range of sentence types to enhance cohesion and structure in their writing. | Makes considered vocabulary choices ( from provided tier 2 words) and uses complex sentences to enhance cohesion and structure in their writing. | Uses familiar vocabulary, attempting cohesion through varied sentence structures in  their writing. |
| Creating Texts  Creating different types of written texts using knowledge of text structures and language features | Creates detailed texts elaborating on key ideas for a range of purposes and audiences  - Effectively uses a choice of verbs and adverbs to expand ideas | Creates detailed texts elaborating on key ideas for a range of purposes and audiences  -uses a choice of verbs and adverbs to expand ideas | Creates detailed texts elaborating on key ideas for a range of purposes and audiences   * Uses some choice of verbs and adverbs to expand ideas | Creates written  texts, elaborating on  some ideas for familiar purposes and audiences.  - Expanding of ideas was limited |
| Punctuation  How punctuation works to perform different functions in a text | Effectively uses a variety of punctuation for clarity  ( all  of the simple plus apostrophes for possession and is using commas to separate clauses) | Accurately uses a variety of punctuation for clarity  (all  of the simple plus apostrophes for possession and is beginning to use commas to separate clauses) | Uses a variety of punctuation for clarity  ( all  of the simple plus apostrophes for possession) | Uses simple punctuation (commas for lists, apostrophes for contractions capital letters for proper nouns and sentences, exclamation, speech and question marks)  for clarity- variety is not evident |