

Student Name:

Date:

| Year 5 Rubric/Guide to Making Judgement Information Report | Very High A thorough understanding and uses a high level of skill in both familiar and new situations. | High A clear understanding and uses a high level of skill in familiar situations and is beginning to use skills in new situations. | Sound Has an understanding and uses skills in familiar situations. | Developing Understands aspects of and uses varying levels of skill in familiar situations. | Emerging A basic understanding and is beginning to use skills in familiar situations. |
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| Text Structure The organisation of the structural components of writing a text aligns to an appropriate and effective text structure. | <ul style="list-style-type: none"> The text is always logically organised with the correct use of titles, headings, subheadings, topic sentences, and paragraphs. Effectively follows the information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains a variety of information with supporting detail the ending which effectively concludes the text | <ul style="list-style-type: none"> Uses paragraphs correctly and consistently follows the information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains a variety of information with subheadings and detail the ending which effectively concludes the text | <ul style="list-style-type: none"> Recognises the required structure and predominantly follows the information report structure: <ul style="list-style-type: none"> title introduction/opening statement contains a variety of information with supporting detail and subheadings the ending which concludes the text | <ul style="list-style-type: none"> Requires some support to recognise the structural elements of an information report and to produce a written text. May need to use a modeled text for prompts and assistance. Some structural elements and features have been included without assistance. | <ul style="list-style-type: none"> Requires significant support to produce a written text. Has difficulty recognising the structural elements of an information report. Text may have some structural elements e.g. headings, subheadings, paragraphs but may not be relevant or have been misused. |
| Ideas The selection, relevance and elaboration of ideas. | <ul style="list-style-type: none"> Uses brainstorming and planning techniques to assist with writing. The topic is unfamiliar to them, though researched very well. Various sources have been used to present information and facts. Includes a well-balanced information report using effective language and word groups/phrases. | <ul style="list-style-type: none"> Uses brainstorming and planning prior to writing. Information and facts are included and have been elaborated on. The topic chosen is not familiar to them. Technical language has been used. Extends information within sentences effectively. Topic has been well researched by one or two sources. | <ul style="list-style-type: none"> Brainstorming and planning are basic but easily understood. Information researched can be weak. Minimal elaboration about facts or there is no elaboration. Relies on limited technical language to support their topic or uses too many that are ineffective. Information presented is brief. | <ul style="list-style-type: none"> Attempts to write an information report with the relevant requirements independently but lacking in some areas. May require support to: <ul style="list-style-type: none"> brainstorm ideas for possible topics including facts and information present through in a logical manner | <ul style="list-style-type: none"> Information report can be jumbled and hard to interpret. Requires significant support to research topic ideas. Requires significant support to brainstorm ideas and plan prior to writing. |
| Language Features and Vocabulary The range and precision of contextually appropriate language choices as well as appropriate devices. | <ul style="list-style-type: none"> Expectations are beyond Year 5 level, for example: <ul style="list-style-type: none"> Begins to use and investigate evaluative language (positive or negative language choices) to express meaning Uses complex sentences that use unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics Effectively uses headings, subheadings, tables of content and topic sentences | <ul style="list-style-type: none"> Uses effective compound and complex sentences to express and combine ideas. Uses headings, subheadings, tables of content, unfamiliar vocabulary and various types of graphics to elaborate on ideas. | <ul style="list-style-type: none"> Makes some relevant vocabulary choices to suit audience and purpose. Begins to incorporate new vocabulary from a range of sources to create greater precision of meaning. Moves from general all-purpose words to more specific and technical words. Chooses vocabulary and sentence structures to report and explain new concepts and topics. | <ul style="list-style-type: none"> Attempts to use some technical vocabulary but this is often overused. Requires assistance to include word groups/phrases to increase the effectiveness of the information presented. Uses the basic factual information with little detail. | <ul style="list-style-type: none"> Requires significant support to use relevant vocabulary choices. With assistance and prompting, will use basic word groups/phrases to increase meaning and complexity. Relies on illustrations to elaborate on detail. |

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| Cohesion The control of multiple threads and relationships across a piece of text, achieved through using: <ul style="list-style-type: none"> Grammatical elements (referring words, text connectives, conjunctions) Lexical elements (substitutions, repetitions, word association) | <ul style="list-style-type: none"> Consistent application and expectations are beyond Year 5 level, for example: <ul style="list-style-type: none"> understands that cohesive links can be made in texts by omitting or replacing words e.g. 'Look at those apples. Can I have one?' understands that cohesion is developed through repeating words by using synonyms or antonyms | <ul style="list-style-type: none"> Writing effectively hooks in the reader. The text is easy to read and maintains interest by the effective use of a wide variety of grammatical and lexical elements such as synonyms and antonyms. | <ul style="list-style-type: none"> The writing flows and is clear. Understands that the starting point of a sentence gives prominence to the message in the text and allows for some prediction of how the text will unfold. Uses the beginning of a sentence as an opportunity to signal the reader about how the text is developing. | <ul style="list-style-type: none"> The text is short and does not always flow, the reader finds it confusing in parts. The text has missing links and words are repetitive. | <ul style="list-style-type: none"> Requires support to: <ul style="list-style-type: none"> produce a piece of text that flows and makes sense uses grammatical and lexical elements correctly |
| Paragraphing The segmenting of text into paragraphs that assists the reader to follow a piece of text. | <ul style="list-style-type: none"> Consistent in using paragraphs. Understands the different types of paragraphs and uses them to present and sequence a text. | <ul style="list-style-type: none"> Organises information into logical and detailed paragraphs to sequence a text. Recognises there are different types of paragraphs. | <ul style="list-style-type: none"> Organises information into paragraphs. Paragraphs include a topic sentence. Paragraphs are grouped relating to information | <ul style="list-style-type: none"> Paragraph use is inconsistent. Requires some support in identifying how and where to begin a new paragraph. Requires assistance when grouping together information for paragraphs. | <ul style="list-style-type: none"> Paragraph use is minimal. Often requires support in identifying how and where to begin a new paragraph. Often requires assistance when grouping together information for paragraphs. |
| Sentence Structure The production of grammatically correct, structurally sound and meaningful sentences. | <ul style="list-style-type: none"> Consistent sentence structure when writing. Goes beyond that expected of Year 5, for example: <ul style="list-style-type: none"> knowing the difference between simple present tense and simple past tense knowing that conjunctions help to extend complex sentences | <ul style="list-style-type: none"> Sentences flow and are grammatically correct. Attempts to use complex sentences. Beginning to understand the difference between simple present tense and simple past tense. Beginning to understand that conjunctions help to extend complex sentences. | <ul style="list-style-type: none"> Knows that a complex sentence consists of the main clause and subordinate clause. Uses noun groups/phrases and adjective groups/phrases to create a richer text with fuller descriptions. Uses a variety of conjunctions effectively. | <ul style="list-style-type: none"> Requires some support to: <ul style="list-style-type: none"> recognise main and subordinate clauses use noun groups/phrases and adjective groups/phrases to enhance the text. Uses conjunctions, however these tend to be limited and repetitive. | <ul style="list-style-type: none"> Requires significant support to construct sentences which meet the requirements of Year 5. Sentences are basic and lack depth and description. |
| Punctuation The use of correct and appropriate punctuation that aids reading of a piece of text. | <ul style="list-style-type: none"> Punctuation usage goes beyond that expected of Year 5, for example: <ul style="list-style-type: none"> begins to understand the different uses of commas in the text | <ul style="list-style-type: none"> Consistent in the application and appropriate punctuation has not been overused. Correctly uses quotation marks to signal dialogue, titles and quoted (direct) speech. | <ul style="list-style-type: none"> Correctly uses punctuation when writing: <ul style="list-style-type: none"> full stops, question marks, exclamation marks, capital letters, commas apostrophes with common and proper nouns to show possession | <ul style="list-style-type: none"> Often omits relevant punctuation. Requires some support to use punctuation appropriately. Recognises why quotation marks are used in texts, however, does not apply this knowledge to their writing. | <ul style="list-style-type: none"> Uses basic punctuation (full stops, question marks, capital letters, overuse of commas). Has difficulty applying other punctuation appropriately (exclamation marks, apostrophes of contraction, apostrophes of possession, quotation marks). |
| Spelling The accuracy of spelling and the difficulty of words used. | <ul style="list-style-type: none"> Spelling application goes beyond that expected of Year 5, for example: <ul style="list-style-type: none"> begins to use knowledge of known words, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new and technical words begins to use phonic knowledge to write complex words using blending, letter-sound relationships, common and uncommon letter patterns | <ul style="list-style-type: none"> Consistent with the application. Correctly spells more complex and uncommon words using spelling knowledge, for example: <ul style="list-style-type: none"> knowledge of prefixes and suffixes letter patterns and spelling generalisations morphemic knowledge word origins Writes complex words with uncommon letter patterns using phonic generalisations | <ul style="list-style-type: none"> Attempts to spell more complex and uncommon words using spelling knowledge, for example: <ul style="list-style-type: none"> expanding base words spelling generalisations common prefixes and suffixes word origins Uses phonic knowledge to write less familiar words that share common letter patterns but different pronunciation. Uses context to identify correct spelling | <ul style="list-style-type: none"> Inconsistent in the application. Requires some support to use Year 5 spelling knowledge when spelling words. Spells most high-frequency words correctly. Relies on common letter patterns and spelling generalisations to spell new words. Relies heavily on environmental print. | <ul style="list-style-type: none"> Requires significant support to use Year 5 spelling knowledge when spelling words. Correctly spells a small bank of high-frequency words. Often relies on spelling complex words phonetically. |

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| Editing Ability to re-read and edit own work to check for meaning, spelling, punctuation and grammar. | <ul style="list-style-type: none"> • A consistent approach and goes beyond that expected of Year 5, for example: <ul style="list-style-type: none"> • editing own and others' work for coherence, sequence, effective vocabulary, dialogue and description • using agreed criteria for text structures and language features to edit own and others' work | <ul style="list-style-type: none"> • Effectively edits own and others' work for meaning. • Offers constructive comments to peers through explaining editing choices. | <ul style="list-style-type: none"> • Re-reads and effectively edits own work for meaning. • Edits for flow and sense, an organisation of ideas and choice of language. | <ul style="list-style-type: none"> • Re-reads and edits texts for meaning, grammatical choices, and punctuation (does not revise or try new approaches if an element is not having the desired impact). • Displays some editing skills but these may often be unnecessary edits. | <ul style="list-style-type: none"> • Minimal or no evidence of editing for meaning. • Sometimes requires support with editing. • Edits for basic text structure, flow, and sense. |
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Teacher Name: