

**Novel study RUBRIC**

STUDENT NAME:

5	4	3	2	1
<b>Ideas</b>				
The essay clearly responds to the meaning and intention of the set question. Demonstrates a thorough understanding of the topic/text beyond a simple recall of plot/facts.	The essay responds to the meaning and intention of the set question. Demonstrates an understanding of the topic/text beyond a simple recall of plot/facts.	The essay attempts to respond to the intention of the set question. Demonstrates a basic understanding of the topic/text but relies too heavily on the recall of plot/facts.	The essay does not respond to the intention of the set question. Relies on the recount of plot/facts.	The essay does not address the topic and discusses aspects of the text briefly  No score = No evidence
<b>Text Structure</b>				
Coherent, controlled and complete essay. Introduction clearly outlines argument/response. Body discusses key issues in detail and with clarity. Conclusion summarises main ideas and includes a valid judgement on question.	A coherent essay. Introduction clearly outlines argument/response. Body discusses key issues. Conclusion summarises main ideas and includes a valid judgement on question.	Introduction outlines argument/response. Body discusses points raised in introduction. Conclusion summarises main ideas and attempts to make a final judgement or comment.	Text structure has been used but not to the advantage of the writer or reader due to lack of detail and correct language features.	Text structure has not been adhered to. Introduction does not introduce argument/response, body is not coherent or well constructed and conclusion does not summarise the points raised.  No score = No evidence
<b>Sentence Structure</b>				
All sentences are consistently effective, fluent and correct and express precise meaning. Language is formal and in a consistent tense.	Sentences are mostly correct and express precise meaning. Language is generally formal and in a consistent tense.	Sentences structure and effectiveness are inconsistent. Tense changes throughout the text.	Sentences are consistently incorrect and rely on informal language.	Few correct sentences.  No score = No evidence
<b>Paragraphing</b>				
Paragraphs are clearly focused on one idea or set of like ideas. Contains effective topic and linking sentences that guide the reader through the text.	Paragraphs focus on one idea or like ideas. Topic and linking sentences are evident but are not expressed clearly or effectively.	Paragraphs attempt to focus on one idea. Topic and/or linking sentences are evident but do not contribute to a fluent argument.	Paragraphs are evident but do not focus on any one topic or set of ideas. Topic and Linking sentences are not evident.	Minimal evidence of paragraphing and continuity of ideas.  No score = No evidence
<b>Vocabulary</b>				
Language choice is sophisticated and well matched to genre. Uses a range of precise words/phrases in a natural and articulate manner.	Language choice is well matched to the genre. Phrases are expressed in an articulate manner but limited in range.	Language choice occasionally matches the genre but range is limited. Errors in vocabulary choice are also evident.	Language choice is limited and mostly simple. Key words and phrases are not used effectively or consistently.	Language choice is consistently incorrect.  No score = No evidence
<b>Punctuation</b>				
Writing contains accurate punctuation that paces and controls reading of text.	Writing contains mostly accurate punctuation that paces and controls reading of text.	Errors are evident with noun capitalisation, apostrophes and commas etc.	Some accurately punctuated sentences. Other punctuation is minimal and of little assistance to the reader.	Basic punctuation is rarely used or used incorrectly.  No score = No evidence
<b>Spelling</b>				
Correct spelling of common words and mostly correct spelling of difficult and challenging words.	Correct spelling of simple words and most common and difficult words. Errors are minimal.	Correct spelling of all simple and most common words. Difficult and challenging words contain errors.	Errors are evident in simple and common words.	Minimal evidence of correct spelling.  No score = No evidence
<b>Evidence</b>				
Uses detailed and appropriate evidence from text/sources. Incorporates quotations naturally and fluently into line of discussion. All quotes and sources are referenced correctly (Bibliography).	Uses evidence and quotes to enhance discussion/argument. Quotes and sources are referenced correctly. (Bibliography)	Evidence is used but lacks detail or substance. Quotes are evident but are not incorporated fluently into the text. Sources are limited (Bibliography)	Evidence is limited and quotes are not used. Sourcing of information is limited. (Bibliography)	Evidence is extremely limited and used incorrectly. Sourcing is incorrect, insufficient or absent.  No score = No evidence
<b>Analysis</b>				
Includes a detailed analysis of context/themes/issues. Conclusions/analyses are explained in detail and are clearly relevant to the topic.	Attempts a detailed analysis of text of context/themes/issues. Conclusions/analyses are not explained in enough detail.	Analysis is lacking and does not assist reader to navigate the text. Conclusions/analyses are simple or not relevant to the topic.	Analysis is limited. Conclusions are not relevant to the topic or expressed in any detail.	Analysis is irrelevant or lacking basic detail. An adequate conclusion has not been attempted.  No score = No evidence