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|  | **0** | **1** | **2** | **3** | **4** |
| **Drafting Process**Development of understanding and skills through engagement with the drafting process | Insufficientevidence | Minimal engagement with the drafting process; final submission demonstrates limited growth | Superficial engagement with the drafting process; final submission demonstrates some growth | Thoughtful engagement with the drafting process; final submission demonstrates sound growth | Rigorous and authentic engagement with the drafting process; final submission demonstrates significant growth  |
| **Selection of ‘Moment’**This task requires students to capture a significant moment in their life and bring it to life for the reader through detailed description. The moment should be brief (in real-time) and the significance of the moment needs to be conveyed to the reader.  | Insufficient evidence | Writing relies mostly on narrating an experience, rather than a detailed description of a moment. | Selection of moment reflects a personal engagement with the task, but may lack originality. The writing attempts to focus on describing a brief moment in detail, but may drift into narrating a story at times.  | Selection of moment is purposeful and reflects some personal engagement with the task.The writing generally maintains focus on describing a brief moment in detail, rather than narrating a story.  | Selection of moment is purposeful, original and reflects a highly personal engagement with the task.The writing consistently maintains focus on describing a brief moment in detail, rather than narrating a story.  |
| **Vocabulary Choices**Use of rich, varied vocabulary (including precise adjectives, nouns, adverbs and verbs) to describe the moment | Insufficient evidence  | Vocabulary is simplistic and/or inaccurate. | Vocabulary choices are accurate, but lack precision/variation.  | Vocabulary is generally interesting and varied, but lacks precision at times | Vocabulary is precise, interesting and varied.  |
| **Sensory Imagery**Use of sensory imagery to bring the writing to life for the reader. This includes appealing to a variety of senses (Sight, Hearing, Touch, Taste and Smell) and purposeful use of figurative language (such as simile, metaphor, personification, alliteration and onomatopoeia) metaphor, per | Insufficientevidence | Minimal use of sensory imagery to bring the moment to life for the reader. | Some effective use of sensory imagery to bring the moment, but may mostly appeal to 1-2 senses. If present, simplistic/clichéd use of figurative language | Mostly effective use of sensory imagery to bring the moment to life for the readerAppeals to multiple senses and utilises some figurative language.  | Powerful use of sensory imagery to bring the moment to life for the reader. Appeals to multiple senses and draws effectively on a range of figurative language, avoiding cliché  |
| **Written Expression** Clarity and accuracy of written expression  | Insufficientevidence | Meaning is frequently unclear. There are frequent spelling and/or punctuation errors. Sentence structure is problematic, including run-on sentences and fragments.  | At times, poor sentence structure, spelling and/or punctuation interferes with meaning.  | Ideas are generally expressed clearly. Spelling and punctuation is mostly accurate.  | Ideas are clearly expressed and the meaning is clear. Spelling and punctuation is accurate. Sentences are complete and soundly constructed.  |