Literacy Unit 1, Outcome 1, 2 – Market Day Project Information Report

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| **Excelling** | Arranges related paragraphs, visuals and snippets of information together | Acknowledges information used from other sources | Outlines key concepts in the heading and subheadings  | Applies tense consistently and accurately throughout the text | Uses paired adjectives | Uses jargon (abbreviations and buzzwords) | Adds extra detail into the plan | Reviews meaning and detail in their report | Provides feedback to peers on their texts | Submits final copy with correct structure and accurate language | Accesses tools to spell unfamiliar words correctly | Uses apostrophes for contractions (don’t) and possession (Sam’s). | Uses a variety of sentence types  |
| **Achieving** | Includes visuals and snippets of information relevant to the topic | Writes factual information on the topic in their own words | Applies consistent formatting to the heading and subheadings | Applies correct tense consistently throughout the text | Uses adjectives throughout the text | Explains the meaning of technical language | Combines notes into a plan  | Corrects errors in their report | Discusses feedback to improve understanding | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses capital letters for proper nouns | Uses compound/complex sentences |
| **Satisfactory** | Arranges related information into paragraphs  | Includes factual information on the topic | Includes a heading and subheadings | Uses correct tense in parts of the text | Uses adjectives to describe key nouns | Uses correct technical language | Completes notes from online research  | Identifies errors in their report (spelling, sentence structure, word choice etc.) | Sits with teacher during feedback | Submits final copy containing errors identified in the proofing process | Spells key terms correctly | Uses capital letters to begin sentences  | Uses simple sentences |
| **Not yet satisfactory** | Includes relevant information on their chosen topic | Includes information on the topic | Includes a heading | Uses various tenses inconsistently | Uses nouns | Uses everyday language to describe | Completes a brainstorm on their topic | Writes the report | Submits report for feedback | Submitsdraft as final copy | Attempts to spell words | Uses full stops to end sentences | Uses long sentences |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Development of ideas** | **Information**  | **Headings and subheadings** | **Tense** | **Adjectives** | **Technical language** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Report Structure** | **Report language features** | **Writing process** | **Control of language** |