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|  | Australian Curriculum Year 5 English sample assessment ׀ Task-specific standards — matrix  Exploring points of view | Name |

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**Purpose of assessment:** To create a written informative response that explains the points of view of two characters involved in a difficult situation/ethical dilemma.

|  | | | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understanding and Skills | Receptive modes  (evidence of listening, reading and viewing) | Ideas and information in texts | Description of characters and the difficult situation represented in the chosen text | Considered description of characters and the difficult situation represented in the chosen text | Effective description of characters and the difficult situation represented in the chosen text | Description of characters and the difficult situation represented in the chosen text | Identification of characters and a difficult situation represented in the chosen text | Identification of aspects of characters and a situation in the chosen text |
| Explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text | Considered explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text | Effective explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text | Explanation of own perspectives on the characters, difficult situation and points of view represented in the chosen text | Description of own response to the characters and situation represented in the chosen text | Identification of own response to the characters and situation represented in the chosen text |
| Productive modes  (evidence of speaking, writing and creating) | Ideas and information in texts | Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view | Considered selection and use of ideas, information and evidence from the chosen text to develop and explain points of view | Effective selection and use of ideas, information and evidence from the chosen text to develop and explain points of view | Selection and use of ideas, information and evidence from the chosen text to develop and explain points of view | Use of ideas, information and references to the chosen text to develop a point of view | Use of ideas and information, including to state an opinion |
| Text  structures | Use of paragraph structures to develop an explanation | Considered use of paragraph structures to develop an explanation | Effective use of paragraph structures to develop an explanation | Use of paragraph structures to develop an explanation | Use of aspects of paragraph structures to write an explanation | Use of aspects of paragraph structures |
| Language features | Use of a variety of grammatical structures and vocabulary to create a written explanation of points of view | Considered use of a variety of grammatical structures and vocabulary to create a written explanation of points of view | Effective use of a variety of grammatical structures and vocabulary to create a written explanation of points of view | Use of a variety of grammatical structures and vocabulary to create a written explanation of points of view | Use of grammatical structures and vocabulary that vary in suitability | Use of language features, e.g. grammatical structures and vocabulary that impede meaning |
| Use of editing strategies to improve meaning and structure, including accurate spelling, punctuation and selection of language features | Considered use of editing strategies to improve meaning and structure, including:   * accurate spelling * punctuation * selection of language features | Effective use of editing strategies to improve meaning and structure, including:   * accurate spelling * punctuation * selection of language features | Use of editing strategies to improve meaning and structure, including:   * accurate spelling * punctuation * selection of language features | Use of editing strategies that vary in suitability, for example:   * spelling * punctuation * selection of language features | Use of textual features that impede meaning, for example:   * spelling * punctuation * selection of language features |

**Note:** Colour highlights have been used in the table to emphasise the qualities that discriminate between the standards.