**Example of a basic rubric for writing**

To prepare this tool, I identify what I want students to learn from the unit and write these down as criteria in the rubric that will be used to mark the assessment piece. The A-E fields of the rubric are populated with descriptions of what I would expect to see from students performing at each of those levels. It is important that these fields are written in student-friendly language so that when the feedback is shared with the students, they are able to understand and act upon it.

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|  | **A** | **B** | **C** | **D** | **E** |
| **Narrative Structure**Text included an introduction, problem and resolution |  |  |  |  |  |
| **Details**Author included details to bring the story to life, such as descriptions of characters, settings and events |  |  |  |  |  |
| **Editing**Evidence of editing for correct spelling, grammar and punctuation |  |  |  |  |  |
| **Revising**Evidence of revising to improve on initial ideas |  |  |  |  |  |

For more information on rubrics, you may want to refer to the VCAA Guide to Formative Assessment Rubrics (see <https://www.vcaa.vic.edu.au/Documents/viccurric/Guide_Formative_Assessment_Rubrics_ExposureDraft_5June2018.pdf>) which provides advice to teachers about how to develop formative assessment rubrics, to decide what students know and can do, and to identify what students are ready to learn next.