

Name:	Response Writing Year 6 To evaluate a text or performance				Pre/Post Test
	E	D	C	B	A
Text Structure					
Opening Statement	Response writing has no clear opening statement. Does not identify what is being reviewed and no summary of text has been included.	Response writing has a partial opening statement that gives a brief explanation of what is being reviewed.	Response writing includes an opening statement that states what is being reviewed.	Response writing has a detailed opening statement that clearly identifies what is being reviewed.	Response writing has a concise, detailed opening statement that clearly clarifies what is being reviewed.
Response	Response is not clear and hard to follow. Information about the plot is extremely brief. The type (performance, book, movie) of text has not been identified.	Response is somewhat clear and organised. Only includes information about the plot which is brief. The text (performance, book, movie) has been briefly identified.	Response is clear and organised. Information about the plot is sound but only briefly describes other elements of the response (characters, setting, music). The text (performance, book, movie) has been clearly identified.	Response is clear and well organised. Information about the plot is detailed while describing other elements of the response (characters, setting, music).	Response is extremely clear and well organised. All elements of the response (plot, characters, setting, music) is extremely detailed and descriptive while using supportive evidence.
Evaluation	No evidence of an evaluation.	Some evaluation has been included but is brief.	Evaluation shows a sound recommendation with the reviewers feelings and emotions.	Evaluation includes a strong recommendation with the reviewers feelings and emotions including some supportive evidence.	Evaluation includes an very strong and precise recommendation with the reviewers feelings and emotions. Also includes detailed supportive evidence.
Language Features					
Evaluative Vocabulary	Does not use any evaluative language or is very basic (eg good, bad, great).	Uses basic evaluative language while attempting to use more advanced vocabulary (eg fantastic, dreadful, breathtaking).	Mostly uses more advanced evaluative vocabulary (eg fantastic, dreadful, breathtaking).	Consistently uses advanced evaluative vocabulary (eg fantastic, dreadful, breathtaking).	Consistently uses advanced evaluative vocabulary (eg fantastic, dreadful, breathtaking) while extending vocabulary.
Sentence Structure	Sentences do not flow generally and only simple sentences are used.	Simple are used with an attempt to use compound sentences.	Generally uses compound sentences and attempts to use complex sentences. Writing flows generally well together.	Varies the different types of sentences but mainly uses complex sentences. Ideas flow well together with some use of more complex vocabulary.	Complex sentences are used throughout to give more detail to sentences. Writing includes a variety of complex vocabulary to show higher order thinking.
Grammar					
Spelling	Frequently used words are spelt incorrectly.	Frequently used and more advanced words are sometimes spelt inaccurately.	Frequently used words are spelt correctly with some more advanced words spelt accurately.	Frequently used words and mostly advanced words are spelt accurately.	Frequently used words and more advanced words are spelt accurately.