

Criterion	1	2	3	4	5
<b>1. Content and meaning</b>	Little to no exploration of ideas for the chosen audience and purpose through reference to moments, characters and themes in the original text.	Exploration of ideas for the chosen audience and purpose through reference to moments, characters and themes in the original text.	Some exploration of ideas for the chosen audience and purpose through considered selection of key moments, characters and themes in the original text.	Solid exploration of ideas for the chosen audience and purpose through thoughtful selection of key moments, characters and themes in the original text.	Excellent exploration of ideas for the chosen audience and purpose through insightful selection of key moments, characters and themes in the original text.
	<input type="checkbox"/> Creates a mood/atmosphere that matches the original in a logical way <input type="checkbox"/> Avoids changing the characters' motivations, behaviour or personality <input type="checkbox"/> Avoids an overly complicated plot <input type="checkbox"/> Avoid a plotless narrative <input type="checkbox"/> Carefully identifies an appropriate moment, gap or silence to explore			<input type="checkbox"/> Avoids contrived, unrealistic endings <input type="checkbox"/> Avoids sensationalism and contrived plot or characterisation <input type="checkbox"/> Chooses the most effective narrative perspective for the story <input type="checkbox"/> Focus on plausible and authentic characters <input type="checkbox"/> Includes at least <i>four</i> clear connections to the original text in terms of ideas and arguments	
<b>2. Language choices and style</b>	Limited ability to choose vocabulary, tone and point of view for the audience and purpose with little consideration of the original text.	Basic ability to choose vocabulary, tone and point of view for the audience and purpose with some consideration of the original text.	Solid ability to choose vocabulary, tone and point of view for the audience and purpose with appropriate consideration of the original text.	Generally sound ability to choose imagery, vocabulary, tone and point of view for the audience and purpose with strong consideration of the original text.	Skilful ability to choose imagery, vocabulary, tone and point of view for the audience and purpose with insightful consideration of the original text.
	<input type="checkbox"/> Clear sense of 'voice' sustained throughout the piece <input type="checkbox"/> Avoids awkward changes in tone/appropriate tone choice <input type="checkbox"/> Chooses the best techniques to articulate the intended effect of the piece <input type="checkbox"/> Uses an appropriate number of techniques without interfering with the narrative <input type="checkbox"/> Chooses the best narrative perspective to explore the original <input type="checkbox"/> Using dialogue to show, not tell how characters are feeling			Successfully employs Adichie's techniques: >flashback >use of similes >use of idioms/colloquialisms >personification >symbolism/motifs	
<b>3. Coherence and mechanics</b>	Limited ability to produce coherent and structured writing. Little accuracy in grammar, spelling, syntax and punctuation.	Basic ability to produce coherent and structured writing. Limited accuracy in grammar, spelling, syntax and punctuation.	Some ability to produce coherent, complete and structured writing. Some accuracy in grammar, spelling, syntax and punctuation.	Generally coherent, complete and structured writing. Generally accurate use of grammar, spelling, syntax and punctuation.	Highly coherent, complete and carefully structured writing. Accurate and sophisticated use of grammar, spelling, syntax and punctuation.
	<input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Each sentence makes sense on its own <input type="checkbox"/> Avoids convoluted sentences <input type="checkbox"/> Uses apostrophes and commas correctly			<input type="checkbox"/> Subjects/verbs agree <input type="checkbox"/> It is always clear who is talking in character conversations <input type="checkbox"/> Uses correct punctuation (particularly with dialogue) <input type="checkbox"/> Good balance between dialogue, description and action <input type="checkbox"/> Avoids the passive voice	

<b>4. Thinking and drafting, editing and proof-reading</b>	Little evidence of research or thinking, or ability to transfer this into a relevant idea for writing. Little or no application of teacher's advice while drafting, editing and proof-reading before and after feedback.	Some evidence of research and thinking and ability to transfer this into a relevant idea for writing. Some application of teacher's advice while drafting, editing and proof-reading before and after feedback.	Competent research and thinking, and ability to transfer this into an adequate idea for writing. Generally appropriate application of teacher's advice while drafting, editing and proof-reading before and after feedback.	Mostly thorough research and thinking, and ability to transfer this into a worthy idea for writing. Mostly competent and diligent application of teacher's advice while drafting, editing and proof-reading before and after feedback.	Thorough and detailed research and thinking, and ability to transfer this into a sophisticated idea for writing. Extremely competent and diligent application of teacher's advice while drafting, editing and proof-reading before and after feedback.
	<input type="checkbox"/> Evidence of use of class time to complete a draft <input type="checkbox"/> Evidence of editing and re-writing <input type="checkbox"/> Planning sheet was submitted on time and contained enough detail <input type="checkbox"/> Idea chosen is suitable <input type="checkbox"/> Evidence that feedback has informed re-drafting process				
<b>5. Explanation of Writing Choices</b>	Little to no analysis of own ideas and writing, using little to no accurate metalanguage and attempts to describe the intended effect on the target audience. Some reference to the original text.	Inconsistent or generalised analysis of own ideas and writing, inconsistently using accurate metalanguage, limited attempts to describe the intended effect on the target audience with few connections to the original text.	Some detailed analysis of own ideas and writing, using some accurate metalanguage and attempts to describe the intended effect on the target audience whilst demonstrating solid connections to the original text.	Mostly accurate and detailed analysis of own ideas and writing, using mostly accurate metalanguage, describing the intended effect on the target audience and demonstrating relevant connections to the original text.	Thorough and insightful justification of own ideas and writing, using accurate metalanguage, accurately describing the intended effect on the target audience and demonstrating meaningful connections to the original text.
	<input type="checkbox"/> Uses correct metalanguage <input type="checkbox"/> Overall intended effect and audience is clear <input type="checkbox"/> Explanation includes all necessary elements <input type="checkbox"/> Connection to the original text is clearly articulated and discussed <input type="checkbox"/> Provides evidence from own piece to substantiate claims <input type="checkbox"/> Explanation of techniques is thoughtful and demonstrates insight into author's intentions <input type="checkbox"/> Avoids waffle or repetition <input type="checkbox"/> Synthesises how different techniques work together to convey a thematic argument and audience effect				