**Proofreading Assignment Success Criteria Rubric**

Learning Intentions:

* To gain a better appreciation of what is expected in proofreading your own and others’ work
* To understand the elements that lead to high readability and impact on the audience in a text

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| Success Criteria Feature | Well Above Expectation | Above Expectation | At Expectation | Below Expectation |
| Audience – shows awareness of and connects with/engages audience | Sustained precise language choices that takes readers’ values and expectations into account | Frequent use of precise language choices that takes readers’ ideas and interests into account but not consistent | Engages reader through deliberate language choices and literary devices | Begins to engage reader through language choices |
| Text Structure – organises text appropriately and effectively | Well developed, coherent and controlled structure | Generally coherent and controlled; perhaps less well developed flow of thought | Some of text less coherent and flow is interrupted | Flow and coherence frequently interrupted |
| Vocab – uses precise words and word groups to enhance meaning | A wide range of precise and effective words and word groups used in a sophisticated way to enhance meaning | A good range of precise and effective words and word groups at times not used well | Sustained and consistent use of precise words and word groups to enhance meaning; less range and not always used well | Less sustained and consistent use of precise words and word groups to enhance meaning |
| Paragraphing – logically constructed to support understanding | Logically and effectively constructed to support understanding of the text  | Logically and effectively constructed with understanding in mind | Most paragraphs are logically constructed not always supportive of understanding | Only a few paragraphs logically constructed |
| Punctuation – correct use, which supports understanding | Correct and used to control the pace and understanding of the text | Correct and generally used to control the pace and understanding of the text | Mainly correct allowing smooth and efficient reading of text | Errors interfere with the reading of the text |
| Spelling – uses unusual and difficult words correctly | Uses at least 10 correct challenging words as well as many correct difficult words | Uses mainly difficult words and correct difficult words; may use some correct challenging words | Uses at least 10 correct difficult words | Uses all correct common words but not extending to difficult words very often |