

Criterion-referenced framework after pairwise comparison¹

Assessment Rubrics ²								Level
Statements ⁴								
Quality criteria based on SOLO taxonomy					5.3 Includes additional metalanguage found through independent research to validate ideas		7.4 Includes additional vocabulary which describes historical context and underlying themes of the film	Students at this level have established an authority on the topic through independent research to support their thesis. Language use communicates imagery in the film as well as its historical and societal context.
	1.4 Relates the conclusion to the body of the thesis acknowledging the evidence provided		3.3 Explains the meaning created by film technique choices				7.3 Communicates with figurative language such as metaphors and similes to enhance meaning	Students at this level have written a structurally sound persuasive essay explaining how film techniques shape meaning in a film. The use of language enhances content.
	1.3 Provides a conclusion that	2.3 Utilises conjunctions to vary sentence		4.3 Utilises examples from the film as	5.2 Utilises synonymous expressions of	6.2 Utilises modal adjectives and		Students at this level have written a structurally complete

¹ Framework modelled on Griffin's criterion-referenced framework (Griffin, 2014)² Rubrics and Level Statements developed with selected wording from First Steps Writing Resource Book (STEPS Professional Development, 2005), Persuasive Texts for NAPLAN – Modality (Literacy Works, 2011) and Owl Purdue Online Writing Lab (Purdue Owl, 2016)

	reiterates arguments	structure and build coherence		evidence to explain specific film techniques	metalinguage to diversify essay	adverbs to reinforce point of view		persuasive essay describing how film techniques contribute to meaning in a film. Varied language use facilitates the communication of content.
	1.2 Uses topic sentences that are expanded on in paragraphs	2.2 Includes complex sentences to modify the tempo of the essay	3.2 Defines film techniques	4.2 Includes examples from the film in each body paragraph	5.1 Uses metalanguage directly related to film techniques covered in class	6.1 Uses modal verbs to communicate point of view	7.2 Describes scenes from the film	Students at this level have written an essay that defines film techniques separate from chosen examples in the film. Language use permits the communication of content.
	1.1 Writes introduction that previews arguments	2.1 Writes simple and compound sentences using full stops, commas and capital letters	3.1 Uses correct names of film techniques	4.1 Recounts parts of the film			7.1 Uses words and phrases recalled from the film	Students at this level have written a text which begins to structure points of view, acknowledges the presence of film techniques and uses language to summarise parts the film.

	1.0 Insufficient evidence	2.0 Insufficient evidence	3.0 Insufficient evidence	4.0 Insufficient evidence	5.0 Insufficient evidence	6.0 Insufficient evidence	7.0 Insufficient evidence	Insufficient evidence
Indicative behaviours	1. Uses paragraphing	2. Uses sentence structure	3. Discusses film techniques	4. Includes examples from the film	5. Uses metalanguage of film techniques	6. Uses modality as a tool to persuade	7. Uses vocabulary to communicate context of the film	Level Statements
Capability:	Structures the essay		Analyses film in relation to film techniques used			Writes to persuade		Golden Thread – The levels demonstrate increasing competence of how the essay uses structure, analysis and persuasive language to convince the reader of their point of view