



Name:

Task Outline: This term, we have focused on the concept of bush fires and the impact they can have on communities. As part of this unit of work, students composed an information report about bush fires containing an introduction, conclusion and at least 3 body paragraphs with subheadings. Students were also required to include a bibliography and some images to assist their reader's understanding.

Criteria			
Structure	Includes some of the following features of an information report: title, introduction, subheadings, paragraphs, conclusion.	Includes all features of an information report: title, introduction, subheadings, paragraphs, conclusion.	Includes all features of an information report as well as images with captions.
Introduction	Attempts to use a sizzling start and introduce body paragraphs.	Uses a sizzling start that captivates the reader's attention and briefly introduces body paragraphs.	Uses a sizzling start that captivates the reader's attention and introduces body paragraphs using different language to their body paragraph.
Paragraphing	Writes using correctly formed paragraphs.	Writes correctly formed paragraphs with topic sentences and supporting details.	Writes extended paragraphs with sophisticated topic sentences and extensive detail.
Information	Attempts to use factual information and technical words related to the topic.	Uses factual information and technical words related to the topic.	Uses factual information and specific technical words related to the topic and appropriate language for information texts.
Sources	Uses one source of information and includes it in his/her report.	Uses two to four sources of information and includes them in his/her report.	Uses five or more sources of information and includes them in his/her report.
Conjugation	Is beginning to conjugate –ER verbs and “les 4 fantastiques” (être, avoir, faire, aller) correctly.	Conjugates –ER and “les 4 fantastiques” verbs correctly.	Conjugates all –ER verbs and “les 4 fantastiques” correctly, and is beginning to conjugate –IR verbs and –RE verbs.
Plural endings	Is beginning to make plural and singular agreements in his/her writing.	Makes singular and plural agreements in his/her writing.	Makes singular/plural and masculine/feminine agreements in his/her writing.
Editing skills Using CHAMPION method	Little or no proof of editing in his/her persuasive text.	Identifies errors using CHAMPION method and can correct them with assistance.	Identifies and corrects errors using CHAMPION method