

# STAGE 3 INFORMATIVE TEXT CHEAT SHEET

Qs	Not Evident 0	Emerging 1	Competent 2	Highly Competent 3
<b>Research</b>	I did not find or use a relevant source of information.	I collected evidence from one source. I did not cross-reference my information.	I collected evidence from 2 or more sources. I did not cross-reference my information.	I collected evidence from a range of sources. I cross-referenced my information for accuracy.
<b>Planning</b>	I did not collect relevant information. I used sentences and copied the author's words.	I used sentences to collect relevant information. I copied most of the author's words when writing.	I used dot points and key words to collect information. I used my own words when writing.	I used dot points and key words to collect relevant chunks of information under subheadings.
<b>Writing</b>	My sentences do not vary in length. Most sentences are unnecessary, or don't have all enough information.	Some sentences vary in length. Some sentences are unnecessary, or don't have all enough information.	My sentences vary in length. Most sentences are either informative or engaging. I used figurative language.	My sentences vary in length. <b>ALL</b> sentences are either informative or engaging. I used figurative language.
<b>Conventions</b>	There are many punctuation, grammar and spelling errors.	Most of my punctuation, grammar and spelling are correct.	My punctuation, grammar and spelling are correct.	My punctuation, grammar and spelling are correct. I used a range of punctuation.
<b>Vocabulary</b>	I used basic words. I didn't include technical words. I repeated my adjectives and adverbs.	I used some verbs, adverbs and adjectives. Effects were rarely repeated. I used some technical words.	I used a variety of verbs, adverbs and adjectives. I used many technical words.	I used a variety of verbs, adverbs and adjectives. I used many technical words and defined the uncommon ones.
<b>Paragraphs</b>	I did not use paragraphs to separate parts of my text.	I used paragraphs to separate parts of my text.	I used subheadings and related relevant information in the related paragraph.	I included all important details. <b>ALL</b> started each paragraph with a topic.
<b>Editing and Rewriting</b>	I did not add or remove my work at all.	I attempted to add and remove. I did not make significant improvements to my work.	I improved my writing through revisions and edits. I am capable of a lot better, though.	I removed <b>80% least</b> work was demonstrated after revisions and edits. My writing flows and the conventions are flawless.
<b>Publishing</b>	The layout is confusing. The effort was put into creating an engaging or aesthetic layout.	The layout is difficult to follow and is not suitable for the reader. It is not easy to follow.	My text and pictures match. It is easy to follow. The layout is basic (not engaging or aesthetic).	I ensured that the layout of my text and pictures is engaging, aesthetic and easy to follow.

# Rubric Cheat Sheet Act

**J Spring**



## **Rubric Cheat Sheet Act:**

## Decoding **Rubric Cheat Sheet Act**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Rubric Cheat Sheet Act**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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