*Framework for Analysing Writing* to ascertain students’ strengths and needs in writing

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| **Structure and Organisation**How is this piece of writing organised according to task requirements? (e.g. report/essay/paragraph)Consider: Headings/subheadingsParagraphs , Links between paragraphsLogical sentence structureLogical sequenceVariety of sentence beginningsVariety of sentence lengthConclusion/summary statementCompare/contrast structure ... |  |
| **Purpose**What is the purpose of the task? Has the student written according to the purpose?Have they answered all parts of the question?Have they strayed off-task? |  |
| **Language**Has the student used language appropriate to the audience and purpose?Is there appropriate vocabulary ?– subject-specificHave they used a wide range of vocabulary?Have they used persuasive/evaluative language? (if required) |  |
| **Content**Is the information accurate and relevant?Are the ideas/information developed?Is supporting evidence integrated?Are the ideas/information explained?Is specific content knowledge evident? |  |
| **Accuracy**Is the writing accurate? Or - does the lack of accuracy inhibit the communication? e.g. punctuation/spelling |  |