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

|  |  |
| --- | --- |
| **Structure and Organisation**  How is this piece of writing organised according to task requirements? (e.g. report/essay/paragraph)  Consider: Headings/subheadings  Paragraphs , Links between paragraphs  Logical sentence structure  Logical sequence  Variety of sentence beginnings  Variety of sentence length  Conclusion/summary statement  Compare/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-specific  Have 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 |  |