

Evaluation

Judge value or success against explicit criteria

COMMON FORMS

Experiment, design, source, project, policy

TEXT SHAPE

Purpose and criteria → evidence for each criterion → strengths and limits → judgement

FEATURES AND LANGUAGE

Evaluative language; criteria; evidence; concession; degree words

PLAN AND TEACH IT

State the criteria before judging. Distinguish what worked from why it worked, and identify a limitation.

tone and register

Measured and justified; make the basis for a judgement visible.

LINKED CLASSROOM ACTIVITIES

Try: Claim with Two Data Points · Write a Limitation · Compare in One Sentence

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Judge value or success against explicit criteria.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.