

Writing Assessment and Moderation Tool

Kindergarten to Year 4

The Harrison Writing Assessment and Moderation Tool was developed by Harrison School teachers and is based on Australian Curriculum Achievement Standards and Content Descriptors, the NAPLAN Criterion Referenced Writing Guide and the First Steps Criterion Referenced Writing Tool. When looking at writing samples to develop the tool, student work was used from Harrison School, Australian Curriculum Student Portfolio Summaries and North Gungahlin Schools (ACT) Network Writing Samples. The purpose is to consistently allocate end of semester A-E marks for each student in Kindergarten to Year 4.

Purpose for learning:

This tool is being used by teachers in Kindergarten to Year 4 as a way to demonstrate evidence of learning for your child and to progress development through focused discussion and goal setting. Our teachers are encouraged to share elements of this tool with students. If a student shows strength in an area, the teacher can share that skill focus to build confidence and discuss with the student how they can achieve further growth in their writing. If a student has not shown evidence of achievement in an area, that criteria can be a focus of discussion with the student about how they could build the skills required.

Elements of the tool:

Each skill focus (spelling, ideas, punctuation, sentence structure, text structure, language features, vocabulary, editing) has numbered criteria. This provides teachers and students with a clear path to improve writing.

Handwriting has dot points as we expect all students to achieve each of the dot points by the end of the school year.

Process for allocating A-E marks for Writing:

Before writing semester reports the teachers will allocate marks to every student for each area of learning. The teacher is encouraged to look at all the writing samples of the student and use the Harrison Writing Assessment and Moderation Tool to consistently allocate a mark based on the range of samples. The teachers strengthen this common practice through combining in teams across the whole K-4 to discuss any discrepancies in the assessment and to adjust marks to reach a shared understanding.