Writing Assessment and Moderation Tool – Kindergarten

This Harrison Writing Assessment and Moderation Tool is based on Australian Curriculum Achievement Standards and Content Descriptors, the NAPLAN Criterion Referenced Writing Guide and the First Steps Criterion Referenced Writing Tool.

Consideration of Harrison School Writing Samples, Australian Curriculum Student Portfolio Summaries and North Gungahlin Network Writing Samples were made.

The tool was written by Harrison School teachers.

Each skill focus (spelling, ideas, punctuation, sentence structure, text structure, language features (not in K), vocabulary, editing) has numbered criteria. The criteria are in chronological order, number one will be C level, three or four will be A level. 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.

Teachers are encouraged to **share elements of this tool with students**. If a student shows strength in an area, share that skill focus to build confidence and discuss with the student what they will need to do in their writing to show further growth. If a student has not shown evidence of achievement in an area, share that criteria and discuss how they could build the skills required.

The tool can be **shared with parents** as evidence of learning. Use the boxes to date where evidence of skills can be found in student's English book or dates the behaviours have been observed. Use the areas of strength and development boxes to record your assessment about each student's writing in particular areas.

Use the criteria to **write reports** so there is a shared language about writing.

Use this tool during **moderation**. Choose an A, B, C, D and E student from each year level you teach and annotate their work. Look closely for the elements in the moderation tool to guide you. Allocate A-E based on the writing samples from the semester (not one sample). Bring the tool (completely filled out) and student's book to moderation to share and discuss with others. Compare to other teachers allocation of A-E. Look for consistency. Modify your A-E based on discussions with other teachers.

Marking Criteria	Date of work sample/Evidence	Areas of strength Areas to develop

Spelling
1. Correct spelling, in context, of simple words and single syllable words with short vowel sounds.
   Uses a limited range of spelling strategies such as onset and rime, sounding out or chunking.
2. Considers initial and final sounds, using knowledge of letters and sounds to write words e.g. hid for heard or san for sound.
   Uses classroom resources to spell words with more difficult letter patterns and common words correctly e.g. ocean, surf (consulting a reference strategy).
3. Independently experiments with more difficult letter patterns with mixed success, such as consonant digraphs, consonant blends or double final consonants.
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Ideas 1. Relies on teacher ideas/prompts/sentence starters to write. 2. Begins to use own ideas but ideas may be random and unrelated to each other. 3. Shows beginning signs of elaborating on an idea e.g. writes two or more sentences about the same topic.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Punctuation 1. Consistently uses capitals at the beginning of a sentence and a full stop at the end. 2. Consistently uses capital for pronoun 'I' and their own name. Uses capitals for a range of proper nouns but may not be consistent. 3. Experiments with further punctuation e.g. , ? !	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Sentence Structure 1. Uses sentence starters such as I can… I am… I went… to create simple sentences with a repetitive structure. 2. Attempts compound sentences but may overuse simple conjunctions e.g. and, but. 3. Varies sentence beginnings and writes using appropriate conjunctions to add ideas and give additional information.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Text Structure 1. Creates short texts (2 – 5 sentences) with minimal evidence of structure. 2. Creates short texts with some consideration of structure e.g. one or two components clearly identifiable (beginning, middle or end) or some events in chronological order. 3. Creates texts with a logical sequence of events (based on the focus genre).	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Vocabulary 1. Limits writing to familiar words, phrases and images to convey ideas. Use mostly simple words in texts. 2. Uses mostly simple words and attempts to use some precise or subject specific words. 3. Using joint construction (with the teacher), participates in patterned writing using their own vocabulary to modify or extend author's syntax.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Editing 1. Participates in shared editing (offers suggestions, asks questions or discusses teacher suggestions). 2. Identifies when own writing does not make sense and considers corrections. 3. Identifies some spelling, punctuation and meaning errors and attempts to correct with mixed success.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Handwriting • Demonstrates control over directionality (where to start, left to right). • Begins writing in a logical position on the page. • Uses spaces between words. • Starts a new line when required. • Produces some lower case and upper case letters using correct form.	☐ ☐ ☐ ☐ ☐	

Comment/Notes/Negotiated Writing Goal	Semester One - WRITING
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Teacher grade ☐ Moderated grade ☐ **Semester Two - WRITING** Teacher grade ☐ Moderated grade ☐