Writing Assessment and Moderation Tool – Year 1

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), 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. Accurately spells high frequency words with common/regular spelling patterns in context. With teacher prompting, uses of a small bank of spelling strategies successfully e.g. chunking, sounding out, break into syllables, think of other words with the same sound. 2. Writes common words using knowledge of letters and sounds with accurate initial and final sounds. 3. Attempts blends and digraphs with some success e.g. clap, drop, grab, bring, must, shop, thin, much.	▢▢▢ ▢▢▢ ▢▢▢ ▢▢▢	
Ideas 1. With teacher prompting, extends ideas or events in writing. 2. Shows beginning signs of independently elaborating on an idea and events when writing e.g. adds detail by writing two or more sentences about the same topic. 3. Demonstrates creativity when writing by coming up with unique ideas (for example may try to include humour) but may not always elaborate on them.	▢▢▢ ▢▢▢ ▢▢▢	
Punctuation 1. Correctly uses full stops and capital letters to start a sentence, for the pronoun 'I' and for a range of other proper nouns (e.g. names, places, days, months). 2. Uses question marks and exclamation marks in writing with some success. 3. Experiments with more complex punctuation for example commas, apostrophes.	▢▢▢ ▢▢▢ ▢▢▢	
Sentence Structure 1. Writes a series of grammatically correct simple sentences. 2. Writes compound sentences using 'and' as a connective and experiments with other connectives. 3. Experiments with more complex sentence structures which may be based on patterned, shared or modelled writing experiences.	▢▢▢ ▢▢▢ ▢▢▢	
Text Structure 1. 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. 2. Logically sequences text and uses structural components appropriate to text type. 3. Text contains clearly identifiable structural components appropriate to text type.	▢▢▢ ▢▢▢ ▢▢▢	
Vocabulary 1. Selects appropriate vocabulary for writing (as opposed to speaking). 2. Draws on familiar and learned subject specific vocabulary in writing (word wall). 3. Beginning to make conscious choices of vocabulary to suit audience and purpose.	▢▢▢ ▢▢▢ ▢▢▢	
Editing 1. With teacher support rereads own writing and discusses possible changes to improve meaning, spelling and/or punctuation. 2. Independently rereads own writing and identifies possible changes (e.g. underlines) to improve meaning, spelling and/or punctuation. 3. Independently rereads own writing, identifies and attempts to change writing to improve meaning, spelling and/or punctuation.	▢▢▢ ▢▢▢ ▢▢▢	
Handwriting • Begins writing in a logical position on the page. • Uses spaces between words. • Starts a new line when required. • Uses dotted thirds with growing accuracy. • Forms lower case and upper case unjoined letters using correct form.	▢ ▢ ▢ ▢ ▢	

Comment/Notes	Semester One - WRITING
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Teacher grade ▢ Moderated grade ▢ **Semester Two - WRITING** Teacher grade ▢ Moderated grade ▢