

Writing Assessment and Moderation Tool – Year 2

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 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. Use the areas of strength and development boxes to record your thoughts about each student's writing in particular areas.

Use the criteria to **write reports** so there is a consistent 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 digraphs, blends and some words with silent letters e.g. know. Correctly spells a range of blends and digraphs. 2. Uses visual memory to recall some words with irregular spelling patterns e.g. could. 3. Can articulate two or more strategies to help them spell a difficult word.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Ideas 1. Draws on experiences, imagination, and information they have learned to create short simple texts. 2. Writes short imaginative, informative and persuasive texts, expanding on ideas by adding detail (may require teacher support to select areas that require expanding). 3. Writes a range of texts adding detail and demonstrating originality.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Punctuation 1. Attempts to use capital letters to signal proper nouns and commas to separate items in lists. 2. Uses capital letters to signal proper nouns and commas to separate items in lists with growing accuracy. 3. Accurately uses capital letters to signal proper nouns and commas to separate items in lists.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Sentence Structure 1. Experiments with compound sentences with two or more clauses, linked by a conjunction. (e.g. He missed the bus <u>but</u> he was late.) 2. Uses compound sentences with two or more clauses, linked by a co-ordinating conjunction. (e.g. He missed the boat <u>because</u> he was late.) 3. Accurately uses compound sentences with two or more clauses, linked by a co-ordinating conjunction. (e.g. He missed the boat <u>because</u> he was late <u>so</u> he swam home.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Text Structure 1. Sequence content according to explicitly taught genre. Select language features to suit audience and purpose e.g. noun groups/phrases, antonyms and synonyms, language specific to genre (time connectives). 2. Experimenting with grouping related information (beginning to consider paragraphs). 3. Successfully grouping related ideas to form logical paragraphs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Vocabulary 1. Uses vocabulary about familiar and new topics, and experiments with vocabulary to suit audience and purpose. 2. Experiments with a wide range of vocabulary (adverbs, adjectives, etc.) to suit audience and purpose. 3. Demonstrates understanding of vocabulary to best suit audience and purpose.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Editing 1. Edits spelling, identifying unknown spellings in own writing (e.g. underlines) and sentence-boundary punctuation (including full stops, capitals, !, and ?). 2. Can independently follow simple editing checklists to identify meaning, spelling and punctuation errors and make some attempts to improve their own writing. 3. Independently identify meaning, spelling and punctuation errors using simple editing checklists and makes purposeful attempts to improve some elements of writing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Handwriting <ul style="list-style-type: none"> • Begins writing in a logical position on the page. • Uses spaces between words. • Starts a new line when required. • Uses dotted thirds correctly when writing. • Writes with growing fluency (automatically forms letters). • Forms lower case and upper case unjoined letters using correct form. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comment/Notes _____ _____ _____ _____ _____ _____ _____	Semester One - WRITING Teacher grade <input type="checkbox"/> Moderated grade <input type="checkbox"/> Semester Two - WRITING Teacher grade <input type="checkbox"/> Moderated grade <input type="checkbox"/>	