

# Writing Assessment and Moderation Tool – Year 3

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.

