

# Writing Assessment and Moderation Tool – Year 4

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 of development
<b>Spelling</b> 1. Spells words with common prefixes and suffixes correctly and attempts words with more complex spelling patterns such as 'ai, ea, ow, ay,' and/OR long vowels ending with 'e'. Recognises homophones and uses context to identify correct spelling. 2. Accurately spells words with more complex or irregular spelling patterns, such as 'ould, ough, ght, ible, tion, ure' adding suffixes to words ending in 'e', 'c' or 'l'. 3. Spells challenging words with few errors, containing double letters, plurals, complex suffixes and unusual patterns, such as 'ious, ice or edy'.	<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"/>	
<b>Ideas</b> 1. Effectively contributes to the central idea of the text. 2. Discriminates ideas which are imperative to the text and elaborates on them. 3. Attempts to engage the reader through deliberate language choices and the elaboration of ideas.	<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"/>	
<b>Punctuation</b> 1. Correctly uses apostrophes for more complex contractions e.g. won't, they're, can't, she'll, we'll 2. Experiments with apostrophes that indicate ownership (possession). Uses capital letters for the first letter of direct speech and attempts to separate what is spoken from the rest of a sentence. 3. Attempts to use quotation marks beyond indicating direct speech (see reference list).	<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"/>	
<b>Sentence Structure</b> 1. Uses noun groups/phrases, verb groups/phrases and prepositional phrases to create richer, more specific descriptions for example, in narrative texts, 'their very old Siamese cat'; in reports, 'its extremely high mountain ranges'. 2. Uses correct sentence structure when including quotations in own writing. 3. Experiments with sentence structure using simple, compound and complex sentences for effect (e.g. to engage the audience) with varied success.	<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"/>	
<b>Text Structure</b> 1. Uses language features to create coherence and add detail to their texts for example 'this', 'that', 'these', 'those', 'the' or for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary'. 2. Determines importance of events when writing by including additional information to support the reader (elaborates important detail – beginnings of crafting writing). 3. Elaborates on aspects of the characters or environment that impact on the way events unfold e.g. Helen Keller's perseverance in the face of adversity	<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"/>	
<b>Vocabulary</b> 1. Expands writing vocabulary through research and extensive reading and experiments in using new words when writing. 2. Selects from an extended vocabulary to suit writing purpose (beginning crafting of writing). 3. Begins to develop precise selection of word groups to enhance meaning e.g. duty of care, quick-minded person, a positive impact on society.	<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"/>	
<b>Editing</b> 1. Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. 2. Editing to ensure every word is 'doing some work' in the writing. Eliminating unnecessary words. 3. Use a thesaurus to carefully select nouns and verbs e.g. behaved badly could be replaced by misbehaved and threw angrily by hurled, big, expensive house by mansion, horrible looking old woman by hag. Crafts writing to 'show not tell'.	<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"/>	
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Writes with fluency (automatically forms letters).</li> <li>Writes using joined letters that are clearly formed and consistent in size.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	
<b>Comment/Notes</b> _____ _____ _____ _____ _____ _____ _____ _____	<b>Semester One - WRITING</b> Teacher grade <input type="checkbox"/> Moderated grade <input type="checkbox"/> <b>Semester Two - WRITING</b> Teacher grade <input type="checkbox"/> Moderated grade <input type="checkbox"/>	