

asTTle Writing Rubric in Student Speak

Ideas

Learning Intention:

I am learning to think of ideas and write about them.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I have one simple idea that is on the topic.	I have a few simple ideas on the topic.	<p>I have many simple ideas on the topic with no detail.</p> <p>OR</p> <p>I have one idea on the topic with some detail.</p>	<p>My ideas are on the topic and are beginning to show some complexity.</p> <p>Also...</p> <ul style="list-style-type: none"> I have one elaborated idea. <p>OR</p> <ul style="list-style-type: none"> I have several ideas that have some elaboration. 	My ideas are complex and elaborated.	<p>My ideas are original, show insight and authority.</p> <p>My ideas may reflect issues or themes in the wider world.</p> <p>My ideas are deliberately selected, effective and elaborated.</p>

Note:

Simple ideas are about my personal world.

Complex ideas show deeper thinking: they show relationships between things, they explore issues outside of my personal world, I can reflect on my ideas, or the ideas are abstract, not concrete.

Elaboration can give background information, facts and details that may describe, explain the idea more. It may also include the writer's analysis or evaluation.

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Structure and Language

Learning Intention:

I am learning how to structure my writing and use the correct language.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
<p>I am trying to:</p> <ul style="list-style-type: none"> recount tell a story describe give instructions persuade explain 	<p>I have some parts of the structure.</p> <p>AND/OR</p> <p>I use some of the language features for the purpose.</p>	<p>I have some parts of the structure.</p> <p>AND</p> <p>I use most of the language features for the purpose.</p>	<p>I have all the parts of the structure and one part may be well developed.</p> <p>AND</p> <p>I use appropriate language features for the purpose.</p>	<p>I have selected an appropriate purpose and format for my audience.</p> <p>I have included all parts of the structure and they are well developed.</p> <p>AND</p> <p>I use appropriate language features for the purpose and they are thoughtfully selected for the audience.</p>	<p>I have selected an appropriate purpose and format for my audience.</p> <p>I have included all parts of the structure and they are well developed.</p> <p>AND</p> <p>I deliberately select language features which will have an impact on my audience.</p>

Note: Refer to teacher resources for structure and language features on specific purposes and options for formats e.g. letters, explanation, description etc.

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Organisation

Learning Intention:

I am learning how to organise my ideas in my writing.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7
I write my ideas one idea at a time.	<p>I try to put my ideas in order.</p> <p>I try to group my ideas together.</p>	<p>I put my ideas in order.</p> <p>I group my ideas together.</p> <p>I use simple words to link my ideas (for example: and, then, next).</p>	<p>I put my ideas in order or groups.</p> <p>I am attempting paragraphs.</p> <p>I use words to link my ideas (for example: because, but, as well, however, while, after, so).</p> <p>My pronouns make it clear who I am writing about.</p>	<p>I use basic paragraphs which group my ideas together.</p> <p>Some of my paragraphs may be short, or one sentence long.</p> <p>I miss a line between paragraphs.</p> <p>I sequence some of my paragraphs in a way that makes sense (with a beginning, middle, and end).</p>	<p>I use subheadings and/or topic sentences</p> <p>I use appropriate linking words between my paragraphs (for example: hence, therefore, in conclusion, furthermore, as a result of, on the contrary, nevertheless).</p> <p>I sequence my paragraphs in a logical way.</p>	<p>I have selected words which show the purpose of each paragraph.</p> <p>My ideas are linked within and across paragraphs.</p> <p>My paragraphs are ordered in a way that is effective for my purpose and audience.</p>

Note: The focus is on the text as a whole, rather than on individual sentences.

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Vocabulary

Learning Intention:

I am learning to use vocabulary effectively in my writing.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I can write some simple everyday words that I already know.	I can write a lot of simple everyday words that I already know.	<p>I can write a lot of simple words and some extra words to add detail</p> <p>(For example: powerful nouns and verbs, exciting adjectives and adverbs).</p>	<p>I use a variety of words and phrases to add detail.</p> <p>I choose words to make people want to read my writing.</p> <p>(For example: powerful nouns and verbs, exciting adjectives and adverbs, similes, metaphors, synonyms and onomatopoeia).</p>	I select a variety of words and phrases to make the meaning of my writing really clear and/or create mood.	I always select precise language to make the meaning of my writing really clear and/or create mood.

Note:

Simple everyday words: words that are related to the personal world of the writer or words that are used frequently.

Precise words: words that are descriptive, expressive, academic, technical or abstract.

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Sentence Structure

Learning Intention:

I am learning to write sentences.

I am learning to write sentences for effect.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I try to write one or two sentences.	<p>I write simple sentences that have one idea.</p> <p>I write compound sentences with two ideas using a joining word like: and, but, because.</p>	<p>I am beginning to write sentences of different lengths - simple, compound and complex sentences).</p> <p>I am beginning to use various types of sentences (for example: statement, question, command, exclamations).</p>	<p>Most of my sentences are correct:</p> <ul style="list-style-type: none"> • correct tense • correct subject /verb • make sense <p>I try to use a variety of sentence structures - simple, compound and complex.</p> <p>I try to vary the length of my sentences for effect.</p> <p>I use various types of sentences (for example: statement, question, command, exclamations).</p>	<p>I craft a variety of sentence structures for effect.</p> <p>I write sentences of varying lengths for effect.</p> <p>I show control of my extended complex sentences.</p>	I craft a variety of sentences to impact and engage.

Note: In order to make assessment of sentence structure more manageable, 'read in' missing or incorrect sentence punctuation (including full stops). Punctuation is assessed separately, in the 'punctuation' element.

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Punctuation

Learning Intention:

I am learning to use punctuation in my writing.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7
<p>I try to use full stops.</p> <p>I try to use capital letters.</p>	<p>I try to use full stops at the end of my sentences.</p> <p>I try to use capital letters at the start of my sentences.</p> <p>I try to use other punctuation such as: question marks ? exclamation marks !</p>	<p>I use full stops at the end of some of my sentences.</p> <p>I use capital letters at the start of some of my sentences.</p> <p>I try to use other punctuation such as apostrophes ' commas , speech marks " " and sometimes I use them correctly.</p>	<p>I use capital letters for the start of my sentences.</p> <p>I use full stops/question marks/exclamation marks/ellipses correctly for most of my sentences.</p> <p>I use some other punctuation correctly.</p> <p>----- OR -----</p> <p>I always use capital letters for the start of my sentences.</p> <p>I always use full stops/question marks/exclamation marks/ellipses correctly for my sentences.</p> <p>I haven't used any other punctuation.</p>	<p>I always use correct punctuation for my sentences.</p> <p>AND</p> <p>I correctly use other punctuation (for example: contractions, commas</p> <p>I experiment with complex punctuation (for example: direct speech, commas for phrases and clauses).</p>	<p>I carefully choose the punctuation I use to help with the meaning of my writing.</p> <p>I correctly use a wide range of punctuation (for example: dashes, parentheses, commas for phrases and clauses, hyphens, semicolons, colons, direct speech).</p>	<p>I carefully choose the punctuation I use to enhance the meaning of my writing.</p> <p>I make very few mistakes in my use of punctuation.</p>

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Spelling

Learning Intention:

I am learning to spell correctly.

Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I write some letters for my words.	<p>I spell a few of the Essential List words correctly (for example: my, it, the, is).</p> <p>I write the sounds I hear in a word.</p>	<p>I spell lots of Essential List words correctly (for example: school, where, friend, outside, playing).</p> <p>I write words with more than two syllables (for example amasing- for amazing).</p>	<p>I spell most Essential List words correctly.</p> <p>I attempt some difficult words using my knowledge of spelling rules.</p> <p>I attempt some difficult words using my knowledge of morphemes.</p> <p>I write all sounds I hear in a word.</p>	<p>I spell all Essential List words correctly.</p> <p>I spell some difficult words using my knowledge of spelling rules.</p> <p>I spell some difficult words using my knowledge of morphemes.</p>	I spell all Essential List words correctly and many difficult words with few or no errors.

Essential Word List Expectations (as noted in The Literacy Learning Progressions)

After 1 year at school most words from Essential List 1 and some of List 2

After 2 years most of Lists 1 and 2 some of Lists 3 and 4

After 3 years many of Lists 1-4 some of Lists 5-6

End of Year 4 most of Lists 1-4 many of Lists 5-7

End of Year 6 all Lists 1-7