

# Progress Indicators – Levels-based Assessment – Transactional Writing

**Topic:**

**Date:**

	Range of Tasks Write in authentic contexts	Deeper Features of Writing [organisation, structure, sentences, vocabulary]	Surface Features of Writing [punctuation, grammar, syntax, spelling]
Level <b>3</b>	<ul style="list-style-type: none"> <li>▪ <i>Write instructions.</i></li> <li>▪ <i>Write explanations.</i></li> <li>▪ <i>Write factual accounts.</i></li> <li>▪ <i>Express personal viewpoints.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning to support main ideas with some details.</li> <li>▪ <i>Sequences ideas logically.</i></li> <li>▪ Beginning to organise some ideas into paragraphs.</li> <li>▪ Varies sentence beginnings and length.</li> <li>▪ Beginning to structure sentences in a variety of ways and may use complex sentences consisting of more than one subordinate clause.</li> <li>▪ Beginning to use vocabulary appropriate to task/genre.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mostly correct use of full stops, capitals, commas, question marks, exclamation marks, and speech marks.</li> <li>▪ Control of verb forms, i.e., singular/plural agreement, subject/verb agreement and tense.</li> <li>▪ <i>Conventions such as spelling appropriate to genre.</i></li> <li>▪ Between 5%-10% spelling errors (excluding proper nouns) and modified by breadth of vocabulary. Shows clear phonetic mapping; conventional patterns increasing in number and variety.+</li> </ul>
Level <b>4</b>	<ul style="list-style-type: none"> <li>▪ <i>Write instruction.</i></li> <li>▪ <i>Write explanations.</i></li> <li>▪ <i>Write factual accounts.</i></li> <li>▪ <i>Express and explain a point of view.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently includes details to support main ideas.</li> <li>▪ Organise ideas into coherent paragraphs.</li> <li>▪ <i>Organises and links ideas logically.</i></li> <li>▪ <i>Make language choices appropriate to the audience.</i></li> <li>▪ Varies sentence beginnings and sentence length to suit purpose.</li> <li>▪ Structures sentences in a variety of ways with increasing use of complex sentences, consisting of more than one subordinate clause.</li> <li>▪ Vocabulary generally appropriate to task/genre.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurate use of full stops and capitals, commas, question marks, exclamation marks, speech marks, apostrophes, parentheses, dashes, colons, and semi-colons.</li> <li>▪ <i>Using appropriate spelling.</i></li> <li>▪ 3%-5% errors (excluding proper nouns) and moderated by breadth of vocabulary.+</li> </ul>
Level <b>5</b>	<ul style="list-style-type: none"> <li>▪ <i>Write coherent</i></li> <li>- <i>logical instructions</i></li> <li>- <i>explanations</i></li> <li>- <i>factual accounts.</i></li> <li>▪ <i>Express and argue a point of view.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Links main and supporting ideas.</i></li> <li>▪ Strong sequential structures evident within and between paragraphs.</li> <li>▪ <i>Structures material in appropriate styles.</i></li> <li>▪ Evidence of vocabulary carefully chosen for task.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Using conventions of writing accurately and confidently (punctuation, grammar).</i></li> <li>▪ Wide use of subordinated structures in sentences with variety in length and errors rare.</li> <li>▪ Conventional spelling predominates.</li> </ul>
Level <b>6</b>	<ul style="list-style-type: none"> <li>▪ <i>Write clear</i></li> <li>- <i>coherent instructions</i></li> <li>- <i>explanations</i></li> <li>- <i>factual reports.</i></li> <li>▪ <i>Express and justify a point of view.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Uses appropriate styles for different audiences.</i></li> <li>▪ <i>Justifies point of view persuasively.</i></li> <li>▪ <i>Structures material confidently.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Using conventions of writing accurately and with discrimination.</i></li> </ul>

• Statements from Curriculum, pp. 34-35, 92-100 in *italics*.

+Based on data from NZCER National Survey of Primary Writing, Croft & Mapa. 1998.

**NZCER [July 2000] Assessment Resource Banks.**

**Not Achieved**

**Achieved**

**Merit**

**Excellence**

**Comment**