

# Progress Indicators – Levels-based Assessment – Poetic Writing

Topic:

Name:

	Range of Tasks Write on a variety of topics	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>Shaping, editing, and reworking texts in a range of genres</i></li> <li>- letters</li> <li>- poems</li> <li>- narrative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning to incorporate some descriptive detail of setting and character to support story line.</li> <li>▪ Beginning to organise ideas into paragraphs.</li> <li>▪ <i>Sentence structure appropriate to genre.</i></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>▪ <i>Vocabulary appropriate to genre.</i></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 moderated 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>Shaping, editing, and reworking texts in a range of genres</i></li> <li>- letters</li> <li>- poems</li> <li>- narrative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Expressing ideas and experiences imaginatively</i>; occasional use of figurative language and or innovative use of vocabulary.</li> <li>▪ Organises ideas into coherent paragraphs.</li> <li>▪ Narratives include descriptive detail of character and setting.</li> <li>▪ <i>Using appropriate sentence structure.</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>▪ <i>Using appropriate vocabulary.</i></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 modified by breadth of vocabulary.+</li> </ul>
Level <b>5</b>	<ul style="list-style-type: none"> <li>▪ <i>Shaping, editing, and reworking texts in an extended range of genres</i></li> <li>- letters</li> <li>- poems</li> <li>- narrative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Selecting appropriate language features.</i></li> <li>▪ Uses figurative language and innovative use of vocabulary with control and intent.</li> <li>▪ Strong sequential structure evident within and between paragraphs.</li> <li>▪ Maintains appropriate vocabulary throughout.</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>Shaping, editing, and reworking texts to express ideas imaginatively in a range of genres</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Choosing appropriate language features.</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