

Focus and purpose	Content Development and elaboration	Organisation	Language elements	Vocabulary and Tone
<p><b>The relevance and quality of ideas students have expressed and how focused these ideas are throughout the response.</b></p>	<p><b>The use of supporting details to develop ideas and parts of the response.</b></p>	<p><b>The overall arrangement of ideas and how this creates cohesion.</b></p>	<p><b>The use and quality of specific language elements in relation to text type.</b></p>	<p><b>The range, quality, and effectiveness of vocabulary choices, and how this creates and maintains purposeful style and tone.</b></p>
<p><b>5</b> All ideas are relevant. All ideas show some complexity. All parts of the task are addressed. Focus on the task is <i>consistent</i> throughout the whole response.</p>	<p>All ideas or parts of the response are supported with clear elaboration.</p>	<p>Ideas are effectively grouped and sequenced. Paragraphing is consistent and appropriate. Effective use of a range of transitional words and phrases. Use of referring words and tense are consistent.</p>	<p>A wide range (5+) of language elements is used. Most are used well.</p>	<p>Several forms of precise language are used throughout the response, most with accuracy and control. Tone and style are clear in most of the response.</p>
<p><b>4</b> All ideas are relevant. A mix of simple and more complex ideas (more than one simple and one complex). All parts of the task are addressed – some may be underdeveloped. Focus on the task is <i>consistent</i> throughout <i>most</i> of the response.</p>	<p>Most ideas or parts of the response are supported with clear elaboration.</p>	<p>Ideas are grouped and organised into logical sequence. Paragraphing is <i>mostly</i> appropriate. A wide range of appropriate transitional words and phrases are used. Use of referring words and tense are mostly consistent.</p>	<p>A wide range (5+) of language elements is used. Some are used well.</p>	<p>Mostly everyday language. <i>One</i> form of precise language is used well <i>and/or more than one</i> form of precise language is used with growing accuracy and control. Tone and style are developing in parts of the response.</p>
<p><b>3</b> At least one idea is relevant. At least one idea shows some complexity. Most parts of the task are addressed. Focus on the task is clear in <i>at least one part</i> of the response.</p>	<p>At least one idea or part of the response is supported with clear elaboration.  Other parts or ideas may have less elaboration.</p>	<p>Like ideas are grouped. Ideas are organised into logical sequence. Some parts of the response may be organised into appropriate paragraphs. Basic, consistent range of transitional words and phrases is used (e.g., 3-5 different words) Use of referring words and tense are mostly consistent – may be more developed in one part of the response.</p>	<p>A growing range (3-4) of language elements is used. Some are used well.</p>	<p>Mostly everyday language. One form of precise language is used with growing accuracy and control.  Tone and style are emerging in parts of the response.</p>
<p><b>2</b> At least one idea is relevant. Ideas are simple. At least one part of the task is addressed. Focus on the task is clear in <i>at least one part</i> of the response.</p>	<p>Brief supporting details provided for some parts of the response (e.g., listed statements).</p>	<p>Like ideas are grouped. Ideas are organised into logical sequence. May visually chunk ideas. Small range of transitional words used (e.g., 1-2 different words). Use of referring words and tense may not be consistent.</p>	<p>A small range (1-2) of language elements is used.</p>	<p>Mostly everyday language. Beginning to use precise words or phrases.</p>
<p><b>1</b> Early attempts to communicate at least one idea that is relevant to the task.</p>	<p>Early attempts to provide elaboration about an idea.</p>	<p>Early attempts to organise ideas. Some ideas may be presented logically or grouped together. Use of referring words and tense may not be consistent. Small range of transitional words used.</p>	<p>Early attempts to use language elements.  May show limited connection to the text type.</p>	<p>A small range of words from everyday language can be interpreted.</p>

Sentence structure	Spelling	Punctuation
<b>The control and accuracy of sentence structures.</b>	<b>The accuracy of spelling attempts, in the context of the difficulty of the words a child has chosen to spell.</b>	<b>The accurate and varied use of sentence punctuation markers to guide reading.</b>
7		Consistent and <i>varied</i> beginning and ending sentence punctuation. Consistent capitalisation for almost all proper nouns. Use of other markers is correct.
6 Most sentence structures are correct. Structures include simple, compound, and complex. Sentences show control in structure, length and type.	Correct spellings of simple, high-frequency, and personal words and consistently correct spellings of difficult words.	Consistent beginning and ending sentence punctuation. Consistent capitalisation for almost all proper nouns. Use of other markers is mostly correct.
5 Most sentences are correct. Structures include simple, compound, and complex. Consistent attempts are made to vary sentences.	Correct spellings of <b>all</b> simple, high-frequency, and personal words.  A range of correctly and plausibly spelt difficult words.	Consistent beginning and ending sentence punctuation. Consistent capitalisation for many proper nouns. Attempted and correct use of a small range of other markers. <i>OR</i> Consistent beginning and ending sentence punctuation with no attempts to use other markers.
4 Most sentences are correct. Structures include simple and compound. Multiple attempts at complex sentence structures. Some may be correct.	Correct spelling of most simple, high-frequency, and personal words. Some correctly and plausibly spelt difficult words.	<i>Parts of the response</i> include correct beginning and ending sentence punctuation. Consistent capitalisation for some proper nouns. Correct use of one other marker (e.g., mid-sentence).
3 Correct complex and/or compound sentences. No correct simple sentences. <i>OR</i> All sentences are simple and correct.	Correct spelling of many simple, high-frequency, and personal words.  May attempt to spell difficult words.	<i>Parts of the response</i> include correct beginning and ending sentence punctuation. Consistent capitalisation for some proper nouns. Mid-sentence punctuation is absent or inconsistent – may be attempts to use commas or a range of other markers.
2 A few correct sentences are written using basic, repeated structures. Some attempts at compound sentences may be correct. Sentences convey some meaning.	Correct spelling of a small number of simple, high-frequency, and personal words. May attempt to spell difficult words.	Minimal correct sentence punctuation. Repeated nouns (e.g., character names) may be capitalised.
1 Early attempts to write sentences. May attempt to write a longer sentence. Sentences convey some meaning.	Some recognisable individual or strings of letters. One or two correct spellings. Some identifiable words.	Early attempts to use sentence punctuation and noun capitalisation.