e-asTTle writing marking rubric

	page number
Ideas	1
Structure and language	2
Organisation	3
Vocabulary	4
Sentence structure	5
Punctuation	6
Spelling	7

Note

The e-asTTle writing rubric is supported by a set of generic exemplars as well as smaller sets of exemplars specific to each prompt.
The generic exemplars can be downloaded from the 'Enter Scores' page under 'Mark Test'.

Ideas

Skill focus: the relevance, quantity, quality, selection and elaboration of ideas for the topic

Definition

- **Quality of ideas**

  Simple ideas are related to the personal, immediate world of the writer (concrete, predictable, familiar, personal and/or close to writer's experience).

  Complex ideas may involve generalisation, abstraction and reflection on the wider world and groups of people.

- **Selection of ideas**

  The deliberate choice of relevant ideas or subject matter to engage and influence the reader.

- **Elaboration of ideas**

  Elaboration should be relevant and may be given by providing background information or factual detail, describing, explaining, providing evidence, analysing, or evaluating.

Category	R1	R2	R3	R4	R5	R6
Descriptor	**Ideas are unrelated to the topic** **OR** **One brief, simple idea related to the topic**	**Text has a few simple, unelaborated ideas related to the topic**	**Text has many simple, unelaborated ideas related to the topic** **OR** **An idea is related to the topic and has some basic elaboration**	**Ideas are relevant and begin to show some complexity** **AND** • **Text has one elaborated idea** **OR** • **Text has several ideas that have some elaboration**	**Ideas are complex and elaborated**	**Ideas show insight, originality and some authority and/or reflection on the wider world** **Ideas are deliberately selected, effective and elaborated**
Notes		One idea may be repeated	Ideas may be disconnected or brief points in a list Some evidence of a main idea (e.g., persuasive text may take a position)		Elaboration may lack depth and detail Complexity may not be controlled Main idea/theme is present but focus may not be sustained	Elaboration is detailed Complex issues or themes are raised Main idea is focused
Generic exemplars	• S n • The girl	• I be kin • Fealing seaweed	• The Erfeh • The adventerous dog	• Margin for era • When I	• Evolving life pattern • Heavy-booted feet	• Plastic bags • Don't move

Structure and language

Skill focus: the presence and development of structural and language features appropriate to the specified purpose

Definition

- ***Structural features***

  The component parts that are typically associated with a text written for a particular purpose. For example, when narrating, structural features may include an orientation to the context (place, time and participants), a series of events/actions, a problem or complication, and a resolution.

- ***Language features***

  The language patterns that are typically associated with a text written for a particular purpose. These include selection of tense, tone, text connectives and vocabulary. For example, when narrating, typical language features include use of past tense, connectives denoting time (in order to provide a clear sequence of events), expressive and/or descriptive vocabulary, and dialogue.

Category	R1	R2	R3	R4	R5	R6
Descriptor	**Structural features and language features are inappropriate for purpose or absent**	**Some structural features are appropriate to purpose** **AND/OR** **Some language features are appropriate to purpose**	**Some structural features are appropriate to purpose** **AND** **Language features are mostly appropriate to purpose**	**Structural features are appropriate to purpose and some show development (may be one well-developed element with others less developed)** **AND** **Language features are appropriate to purpose**	**Structural features are appropriate to purpose and are developed and mostly controlled** **AND** **Language features are appropriate to purpose and mostly controlled**	**Structural features and language features are appropriate to purpose, controlled and effective**
Notes	See 'Structure and Language Notes' for each prompt for guidance on appropriate structural and language features.					
Generic exemplars	• The girl • The adventerous dog	• Yea I'm agree • By the mall	• The Erfeh • My iPod	• Rainbow's end • When I	• Plastic bags • Youth gym	• Don't move • And the All Blacks scored!

Organisation

Skill focus: the organisation of ideas into a coherent text

Definition

- *Coherence*

  The way ideas are linked to each other and to the broader context of the writing and/or the wider world, to produce a text that is meaningful to the reader. When the text is coherent, the relationships between ideas are clear and the writing 'flows'. When assessing a text's coherence, look for clear text connectives, consistency of verb tense, and accuracy of referring words (e.g., pronouns) across the text as a whole.

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

Category	R1	R2	R3	R4	R5	R6	R7
Descriptor	**Ideas are disconnected and/or random** **OR** **Text lacks coherence**	**Text attempts to group and sequence ideas** **Text has some coherence**	**Ideas are grouped and sequenced, and text generally flows** **Text may be brief but coherent**	**Text shows control over grouping and sequencing of ideas but paragraphs are not used or are indicated incorrectly** **Text is coherent**	**Ideas are organised into basic paragraphs**	**Paragraphs support the development of the text**	**Paragraphs are deliberately structured to direct the reader** **Ideas are linked effectively within and across paragraphs**
Notes	May be a very short text	Some ideas are grouped spatially, temporally or logically May have random or visual breaks (breaks do not support reader meaning) Text contains like ideas	Errors in or absence of linking words or inconsistencies in tense across text may interrupt flow	Errors in or absence of linking words or inconsistencies in tense across text do not interrupt flow	Paragraphs have minimal development (e.g., one sentence), or some paragraph breaks are not indicated Some paragraphs may be out of sequence May be a minor glitch in flow that does not interfere with meaning	Subheadings, topic sentences and linking words are present and appropriate	
Generic exemplars	• S n • I be kin	• The Erfeh • By the mall	• The adventerous dog • My iPod	• Plastic bags • Rainbow's end	• Think about • A library	• Evolving life pattern • And the All Blacks scored!	• Don't move • I personally believe

Vocabulary

Skill focus: the range, precision and effectiveness of word choices appropriate to the topic

Definition

- *Simple everyday words:* words that are related to the personal world of the writer; words that are used frequently
- *Precise words***:** words that are descriptive, expressive, academic, technical or abstract

Category	R1	R2	R3	R4	R5	R6
Descriptor	**Uses a small range of simple, everyday words and phrases from personal vocabulary**	**Uses a range of simple, everyday words and phrases from personal vocabulary**	**Uses a range of everyday words and phrases, with a small number of precise words to add detail**	**Uses a variety of precise words and phrases to add information and/or interest**	**Selects words and phrases to enhance meaning and/or mood**	**Precise language choices consistently enhance meaning and/or mood**
Notes			May use adjectives, adverbs and/or precise verbs to add interest and detail May use simple idioms or figures of speech	May use idioms, metaphors, similes and other figures of speech May be some experimentation with vocabulary: some words may be used incorrectly	Use of precise words may be inconsistent (use of everyday or overblown language may cause jarring)	Deliberate and sustained use of precise vocabulary (descriptive, expressive, academic, technical and/or abstract) for effect
Generic exemplars	• S n • I be kin	• The adventerous dog • Stifcit	• The Erfeh • Think about	• Margin for era • Rainbow's end	• Youth gym • Plastic bags	• Don't move • And the All Blacks scored!

Sentence structure

Skill focus: the quality, effectiveness and correctness of sentences

Definition

When judging the correctness of each sentence, consider the following (note: the focus is on the use of correct forms within a sentence, rather than between sentences or paragraphs or across the text as a whole):

- word form (e.g., singular or plural)
- verb tense
- subject−verb agreement
- articles and pronouns

- use of prepositions and relative pronouns to expand sentences
- arrangement of (order of) elaborating phrases and clauses
- missing words
- order of words

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.)

Category	R1	R2	R3	R4	R5	R6
Descriptor	**Few correct sentences**	**Correct sentences are short and may have minimal extension**	**Correct sentences begin to show variety in structure and type**	**Most sentences are correct** **Correct sentences show variety in structure, length and type and have extending phrases and/or clauses** **OR** **All sentences are correct but repetitive**	**Sentences are controlled and show variety in structure, length and type and have extending phrases and/or clauses**	**Sentences are deliberately crafted to impact and engage**
Notes	Text consists of fragments, phrases or sentences with missing words Some meaning is discernable	Sentences may be simple and/or compound and/or basic complex May contain long, run-on sentences with overuse of conjunctions	Some sentences may have repeated structures Errors in longer sentences may be brought about by use of speech-like structures	May attempt to use sentences for effect	Some sentences may be controlled for effect Meaning is clear (may be some inconsistency or minor error)	Sentences express precise meaning
Generic exemplars	• The girl • Yea I'm agree	• The adventerous dog • Stifcit	• The Erfeh • My iPod	• Rainbow's end • When I	• Evolving life pattern • Plastic bags	• Don't move • And the All Blacks scored!

Punctuation

Skill focus: the accurate use of sentence punctuation markers and the range and accuracy of other punctuation to aid understanding of the text and to enhance meaning

Category	R1	R2	R3	R4	R5	R6	R7
Descriptor	**Little, no or random punctuation**	**Experimentation with sentence punctuation**	**Some correct use of sentence punctuation**	**Correct punctuation of most sentences – beginning and end – AND some correct use of other punctuation** **OR** **Correct punctuation of ALL sentences – beginning and end – with no other punctuation used**	**Correct sentence punctuation AND correct use of other punctuation (contractions, commas in lists) with experimentation in complex punctuation (e.g., direct speech, commas for phrases and clauses)**	**Punctuation assists meaning** **Sentence punctuation is correct AND a wider range of other punctuation is used correctly, including capital letters**	**Control of punctuation to enhance meaning** **Few or no errors in punctuation**
Notes	**FULL STOPS** May be one full stop at end of writing	**FULL STOPS** Used separately to meaning of text (e.g., random, end of line or end of page). May be one instance of correct use	**FULL STOPS** Some sentences may be joined by commas	**FULL STOPS** Sentence endings are marked by full stops, exclamation marks or question marks	**FULL STOPS and CAPITAL LETTERS** May have some minimal incorrect use	**FULL STOPS and CAPITAL LETTERS** May be some minor error in sentence punctuation	**FULL STOPS and CAPITAL LETTERS** May be some minor error in sentence punctuation
	CAPITAL LETTERS Letter formation may make it hard to distinguish whether capitals are intended for sentence beginnings or proper nouns	**CAPITAL LETTERS** Letter formation may make it hard to distinguish whether capitals are intended for sentence beginnings or proper nouns	**CAPITAL LETTERS** Letter formation may make it hard to distinguish whether capitals are intended for sentence beginnings or proper nouns	**CAPITAL LETTERS** Used to begin sentences May be used randomly (incorrect use, where handwriting style overrides function)			
		OTHER PUNCTUATION May experiment with contractions or commas (may be some correct use)	**OTHER PUNCTUATION** May experiment with contractions, commas or other punctuation (may be some correct use)	**OTHER PUNCTUATION** May use one or two other types correctly	**OTHER PUNCTUATION** Experiments with other types: direct speech may not use a new line for new speaker; punctuation within "" incorrect; attempts to create effects Capital letters may be used incorrectly (handwriting style overrides function)	**OTHER PUNCTUATION** May include dashes, parentheses, commas for phrases and clauses, hyphens, semicolons, colons, more control over direct speech May have one area that shows consistent weakness	**OTHER PUNCTUATION** May have minor error in complex punctuation, e.g., in direct speech or commas for phrases and clauses
Generic exemplars	• The girl • The Erfeh	• The adventerous dog • Yea I'm agree	• My iPod • Margin for era	• Plastic bags • When I	• A library • I personally believe	• Youth gym • Heavy-booted feet	• Don't move • And the All Blacks scored!

Spelling

Skill focus: the difficulty of words used and the accuracy of the spelling

Category	R1	R2	R3	R4	R5	R6
Descriptor	**Uses some letters to represent meaning** **Single letters or strings of letters that do not support meaning**	**Spells a few personal and high-frequency words correctly (e.g., my, it, if)** **Attempts words using phoneme–grapheme relationships**	**Spells a range of personal and high-frequency words correctly (e.g., school, where, friend, outside, playing)** **Attempts a wider range of words using phoneme–grapheme relationships and word chunks**	**Spells a wide range of high-frequency words correctly** **Attempts difficult word/s using phoneme–grapheme relationships and developing knowledge of spelling rules and morphemes**	**Spells high-frequency and some difficult words correctly** **Attempts difficult words using diverse phoneme–grapheme relationships, and knowledge of spelling rules and morphemes**	**Spells high-frequency and a range of difficult words with few or no errors**
Notes		Some consonants and vowel sounds (including blends and digraphs) may be reproduced correctly, e.g., -sh, -ch, ee, -ow Some words may contain all their letters but in the wrong order (e.g., fnu, swa) Records the dominant sounds in words	May attempt words with more than two syllables, e.g., amasing (amazing)	All sounds are represented in words Uses basic spelling rules but may over-generalise Achieves close approximations of difficult words	Irregular words may be spelt correctly (e.g., weird, through)	
Generic exemplars	• S n • Mi kat	• I be kin • The Erfeh	• My iPod • Margin for era	• The adventerous dog • Think about	• Evolving life pattern • I personally believe	• Plastic bags • Don't move