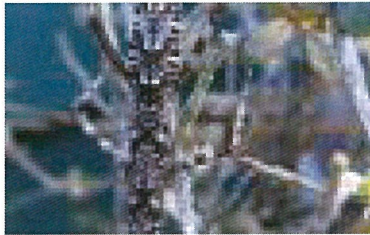


e-asTTle



**Describe a moment in time**  
**Writing Prompts with Specific Exemplars**

e-asTTle



### **Stick insect**

Look at the photo. Write to describe the moment in time it shows.

Find three specific exemplars attached.

Prompt 18: Stick insect

Exemplar 1: I see a branch

I see a BRANCH ~~at~~  
a ~~stick~~ stick insect  
I also see LEAVES  
the stick insect  
LOOKS BUTTERFLY.  
they are grey and  
white. I like stick  
insect it ~~is~~ ~~it~~ ~~is~~ ~~it~~ ~~is~~  
it ~~is~~ ~~it~~ ~~is~~ ~~it~~ ~~is~~  
WILL BE  
FEEL FUNNY.

E01801

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01801
Ideas	R1–R6	R2	Ideas are relevant to topic, simple, and have a little elaboration.	
Structure and language	R1–R6	R2	No introduction or conclusion. Text focuses on some appropriate aspects of the photograph (branch, leaves, stick insect's appearance). Writer attempts to use descriptive language ( <i>beautiful, grey and white</i> ), and also provides some sensory detail ( <i>it will be feel funny</i> ).	
Organisation	R1–R7	R2	Minimal grouping of ideas (what the writer sees; what the stick insect looks like). Text has some coherence. Error in noun–pronoun reference ( <i>stick insect ... they</i> ) interrupts flow.	
Vocabulary	R1–R6	R2	Uses a range of simple, everyday words, including a small number related to the topic ( <i>branch, leaves</i> ).	
Sentence structure	R1–R6	R2	Sentences are short, simple, and are mostly correct. The final two sentences contain basic errors (article missing in <i>I like [the] stick insect</i> and duplication of verb in <i>it will be feel funny</i> ).	
Punctuation	R1–R7	R2	Correct use of full stops to mark three grammatical sentences. One random full stop. Random use of capital letters. On balance, R2.	
Spelling	R1–R6	R3	Spells most words correctly. Approximations include all sounds in the correct order and suggest knowledge of basic word chunks ( <i>buterful, wite</i> ).	

Prompt 18: Stick insect

Exemplar 2: Eating leaves

It is eating leaves  
and it is near a  
house and he has  
more than 2 arms and  
legs and it can walk  
slowly and it can't  
run fast or it can't  
eat real food it can't  
eat sandwiches or cookies  
but it can eat buds  
and it is camouflaged  
like other trees and  
it is slow like a  
snail from a distance  
you can't see it from  
far and it is so small  
you can't even see it  
and it has a small  
mouth it can only  
eat leaf and buds  
and it has clours  
if they are blue black  
white brown those are  
the clours of it.

E01802

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01802
Ideas	R1-R6	R3	Many simple ideas with some basic elaboration (e.g., types of food). Ideas are list-like.	
Structure and language	R1-R6	R2	High R2. No orientation or concluding statement. Text focuses on several key elements of the photograph. Includes some relevant language features: present tense, descriptive detail ( <i>slow like a snail</i> ).	
Organisation	R1-R7	R2	Ideas are grouped (what the stick insect looks like, what it does, its features and colours). Within those groups, ideas do not always flow smoothly.	
Vocabulary	R1-R6	R3	A wide range of everyday words, with a small number of more precise words related to the topic: <i>camouflaged</i> [camouflaged], <i>buds</i> , <i>leaf</i> ). Uses adjectives ( <i>small mouth</i> , <i>real food</i> ) and adverbs ( <i>walk slowly</i> ) to add detail.	
Sentence structure	R1-R6	R1	Text consists of one long, run-on sentence with a series of simple structures. It is hard to distinguish where ideas begin and end.	
Punctuation	R1-R7	R2	Experimental use of full stops (used randomly at the end of lines). Correct use of a contraction ( <i>can't</i> ).	
Spelling	R1-R6	R4	Most high-frequency words are spelt correctly. Some more difficult words are also correct ( <i>distance</i> , <i>sandwiches</i> ). Achieves close approximations of others ( <i>camouflaged</i> , <i>clours</i> [colours]).	

Prompt 18: Stick insect

Exemplar 3: Don't touche it

Stick insect:  
 The stick insect is hard to see, its black white and blue and a little bit red. He likes to eat leaves and has four legs and it should feel like a stick because it is a stick insect. They can camouflage and besides that it also stays still so no predator can eat it and it has a long tail so if you see a stick black white blue and has little tiny red dots on it dont touche it because it is not a stick it is a stick insect.

E01803

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01803
Ideas	R1-R6	R4	Several ideas relevant to the topic, with some elaboration (e.g., <i>stays still so no predator can eat it</i> ). Ideas begin to show complexity, going beyond the writer's immediate world ( <i>If you should see ...</i> ).	
Structure and language	R1-R6	R3	Limited orientation, but there is a concluding statement that draws the writing to a close. The body focuses on appropriate aspects of the stick insect's appearance and includes descriptive detail (e.g., <i>it's black white and blue and a little bit red</i> ) as well as explanatory detail (e.g., <i>stay's still so no predator can eat it</i> ).	
Organisation	R1-R7	R3	Text is mostly coherent, although grouping is not completely effective: ideas are somewhat disconnected. Errors in connectives (e.g., noun-pronoun referencing across text) sometimes interfere with flow.	
Vocabulary	R1-R6	R3	Uses mostly everyday words and phrases. Some technical vocabulary ( <i>preditor, camouflage</i> ) and use of adjectives ( <i>long tail, little tiny red dots</i> ) adds detail.	
Sentence structure	R1-R6	R3	Although the text attempts some varied and complex sentences (e.g., <i>it should feel like a stick because it is a stick insect</i> ), inconsistencies in noun-pronoun referencing within sentences ( <i>they/it/he</i> ) and missing words interfere with meaning.	
Punctuation	R1-R7	R3	Some correct use of sentence punctuation, although some sentences are run-on, with missing full stops or capitals. One correct use of a contraction ( <i>it's</i> ), and one contraction missing ( <i>dont touche</i> ).	
Spelling	R1-R6	R4	Spells a wide range of high-frequency words correctly and one difficult word correctly ( <i>camouflage</i> ). Errors in spelling show knowledge of morphemes (e.g., ending <i>-or</i> in <i>preditor</i> ).	

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### **Dogs at the beach**

Imagine you are at the beach watching these dogs.  
Write to describe that moment in time. [A photo is provided.]

Find three specific exemplars attached.

Prompt 1: Dogs at the beach

Exemplar 1: Two dog's running

I see two dogs running in the water  
and playing in the water. I smell  
the sea water and I hear splashing  
of water that they are having  
fun. They are playing and running  
around.

E00101

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00101
Ideas	R1–R6	R2	A few simple ideas related to the topic. One idea is repeated (dogs running and playing).	
Structure and language	R1–R6	R2	Some language features appropriate to the prompt's purpose (to describe a moment in time) are present: use of expressive language ( <i>Splashing of water</i> ); present tense. Text consists of brief observations/statements: no orientation or closing statement.	
Organisation	R1–R7	R2	Text has some coherence. Missing words before ' <i>Splashing of water</i> ' and repetition of first idea interrupt the flow.	
Vocabulary	R1–R6	R2	Uses a range of simple, everyday vocabulary, including some common words and phrases related to the topic ( <i>Sea water, slat, Splashing, runing, playing</i> ).	
Sentence structure	R1–R6	R2	Correct sentences are short with limited extension.	
Punctuation	R1–R7	R2	Capital letters at beginning of two sentences and one full stop used to mark sentence end. One apostrophe used incorrectly to indicate possession.	
Spelling	R1–R6	R3	Spells most high-frequency words correctly ( <i>playing, water, fun</i> ). Incorrect spellings demonstrate knowledge of morphemes (the '-ing' in <i>runing, Splashing</i> ).	

Prompt 1: Dogs at the beach

Exemplar 2: The advenurous dog

the advenurous dog  
I have a dog named  
scrapy they love going to  
the beach one day there was  
a dog lost so we went to  
go check at the beach.  
there was a dog drowning  
so I sent scrapy out to  
save him. so scrapy saved  
him so we returend the  
dog and went home and sat  
by the fire drinking hot chocolate  
and eating some jam scones  
the end

E00102

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00102
Ideas	R1–R6	R3	Ideas are relevant to topic. Ideas are simple (drawn from a familiar world – pet dog, beach, fireside scene) with some basic elaboration.	
Structure and language	R1–R6	R1	Structural and language features are not appropriate for prompt’s purpose. They are suitable for the purpose ‘to narrate’ rather than the purpose ‘to describe’.	
Organisation	R1–R7	R3	Text generally flows but is interrupted by problems with pronouns (I/we/they), which lead to confusion about participants. Repetition and incorrect use of ‘so’ cause glitches in clause relationships.	
Vocabulary	R1–R6	R2	Uses a range of simple, everyday words.	
Sentence structure	R1–R6	R2	Correct simple, compound and complex sentences. Sentences are short and have minimal extension. High R2.	
Punctuation	R1–R7	R2	One instance of correct full stop. Letter formation makes it difficult to determine use of capital letter for dog’s name. Some incorrect use of capitals ( <i>Hot, Jam</i> ).	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly ( <i>beach, love, out, fire, drinking, eating, some</i> ). Some harder high-frequency words are also correct ( <i>chocolate, scones</i> ). Two errors with longer words ( <i>advenurous, returend</i> ). Text does not contain the difficult words required for category R5.	



Prompt 1: Dogs at the beach

Exemplar 3: When I

## When I Go to the BEACH!

When I go to the beach I sometimes see dogs there in the water splashing in the sea, some are walking with their owners and some of the dogs are just running free, away from their owners (some don't even have owners)

When I go to the beach I can smell the sea with the saltiness and the raw fish in the sea.

When I go to the beach I hear the waves crashing through the rocks, I sometimes hear dogs barking at each other and seagulls fighting for food.

When I go to the beach I see the dogs and I think "I might get a dog myself" or "I wish I could just go over there and splash with them"

When I go to the beach I have lots of FUN!

E00103

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00103
Ideas	R1-R6	R4	Text has several elaborated ideas. Personal reflection about feelings and about dogs with no owners shows some complexity.	
Structure and language	R1-R6	R4	Text achieves purpose through use of sensory language and control of structure.	
Organisation	R1-R7	R6	Paragraphs are controlled and add to the development of the text.	
Vocabulary	R1-R6	R3	High R3. Uses a range of everyday words and phrases, with some precise words to add detail ( <i>running free, saltiness, raw fish, seagulls fighting</i> ). Some simple onomatopoeia ( <i>crashing, splashing</i> ).	
Sentence structure	R1-R6	R4	Sentences are correct. There is an attempt to create an effect, using repeated sentence beginnings.	
Punctuation	R1-R7	R4	On balance, category R4. Sentence punctuation is minimal but there is controlled use of other punctuation (brackets, a comma to indicate phrasing ' <i>free, away from their owners</i> ', new line for direct speech, contraction).	
Spelling	R1-R6	R4	A wide range of high-frequency words is spelt correctly. Text contains only one attempt at a difficult word ( <i>saltiness</i> ).	

# e-asTTle



## **The market**

Look at the photo. Write to describe the moment in time it shows.

Find three specific exemplars attached.

Prompt 17: The market

Exemplar 1: By the mall

I thinking it is by the  
mall and I thinking  
the people are talking  
about what healthy food  
they might be feeling  
can't they see  
some healthy food they  
are juicy and yum  
and they saw things  
and they saw SimSims  
toys and food.

Transcript:

I thinking it is by the mall and I thinking the people are talking about what healthy food they might [.....] feeling they see some healthy food they are juicy and yum and they saw [.....] and they saw [.....] toys and food.

E01701

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01701
Ideas	R1–R6	R2	Several simple ideas with minimal elaboration.	
Structure and language	R1–R6	R2	Focuses on one key element of topic – food. Attempts to add descriptive detail through use of adjectives ( <i>howfy</i> [healthy], <i>jasee</i> [juicy]).	
Organisation	R1–R7	R2	Contains like ideas, some of which are grouped (e.g., what people at the market see). Text has some coherence.	
Vocabulary	R1–R6	R1	Uses a small range of simple words from personal vocabulary.	
Sentence structure	R1–R6	R1	Several missing words. Errors in pronoun use and subject–verb agreement ( <i>howfy food they are jasee</i> ).	
Punctuation	R1–R7	R1	Capital at the beginning. Full stop at end. An incorrect full stop at what might have been the original ending ( <i>Simsims tiys.</i> ).	
Spelling	R1–R6	R2	A few personal and high-frequency words spelt correctly ( <i>I, and, they, food, see, the</i> ). Attempts a wider range of words using phoneme–grapheme relationships ( <i>tacking</i> [talking] <i>myt</i> [might]).	

Prompt 17: The market

Exemplar 2: In Wellington

The market is in Wellington because the houses on top of the hill look's like the houses in Wellington.

The people look like they are having fun just looking at the food.

The people can see all kinds of things. There might be nose around them. They can touch the food they can smell all the defrint kinds of things

The market is a place that you can buy all kind of things.

The market has stands to sell the food, they have got food, people, and lot, lot, of stuff to to sell.

EO1702

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1702
Ideas	R1–R6	R4	Ideas related to the topic begin to show complexity – the purpose of the market, and the rationale for it being in Wellington.	
Structure and language	R1–R6	R3	The body of the text focuses on several elements of the photograph (houses, people and stands). Language features support purpose to a basic degree, with use of present tense and an objective tone. Limited descriptive detail ( <i>stands to sell the food, all kinds of things</i> ).	
Organisation	R1–R7	R5	Ideas have been grouped according to aspects of the photograph: where, who, the senses, and what. Text has basic paragraphing.	
Vocabulary	R1–R6	R2	The range of words is mostly drawn from simple, everyday vocabulary ( <i>all kinds of things</i> ). Uses one more precise word ( <i>stands</i> ).	
Sentence structure	R1–R6	R3	Some sentences are correct. Subject–verb agreement error ( <i>look's</i> ). Sentences have repeated structures with some extension.	
Punctuation	R1–R7	R3	Some sentences are punctuated correctly with capital letters and full stops; others are incorrectly joined with commas. Commas ( <i>lot, lot of stuff</i> ) and apostrophes ( <i>thing's, look's</i> ) are used incorrectly.	
Spelling	R1–R6	R3	Many high-frequency words are spelt correctly ( <i>people, food, houses, touch, around</i> ). Attempts at other words show knowledge of phoneme–grapheme relationships ( <i>defrint; Wellington</i> ).	

Prompt 17: The market

Exemplar 3: Fill your nose

The <sup>light</sup> ~~dark~~ blue sky with blotches of white: cirrus cloud soaring above by a patch of concrete with little blue rocks scattered about, isolated by dense bush. If you look a little closer you can make out <sup>some</sup> sort colony of ants scurrying about in and out of white vans. Now put yourself amongst these people and observe how they interact with their surroundings.

Fill your nose with the aroma of fresh apples, watermelon, silverbeet, lettuce, oranges and many other assortment, all locally grown no doubt! Twisted with the fresh smells are the delicate scents of pine that surround the place. Just to have a bite of one of these delights would <sup>overload</sup> your senses aha; the crisp juiciness of a ripe apple, its <sup>slight</sup> acidic juice streaming down your mouth accompanied by the satisfying crunch will satisfy any cravings your mouth desires.

But, if possible, pull yourself away from the products and focus on the people that brought them here. They are pleased, soothed by the sound of <sup>business</sup> goods exchanging hands for money. Now <sup>look at</sup> ~~focus on~~ the people who are <sup>buying</sup> ~~buying~~. They are examining each thing to the last detail to know what they are getting. Their heads hang down until satisfied then with a sudden jerk up of the head they are smiling as if they have found gold.

Can you hear the sounds that are being created? The loud murmur of people haggling and catching up on last week news, as their shoes scrape across the gravelly concrete. The revving of engines of vehicles delivering more people to look and see what joy is hidden here. The harmony of wildlife in the bush makes an unmistakable sound.

Now, would you believe that this place is a market? Under the stereotype of a market being a dirty place full of leftovers and write offs actually lives an alive community that gather weekly or daily. Hard to believe isn't it.

EO1703

Prompt 17: The market

Exemplar 3: Fill your nose

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1703
Ideas	R1–R6	R6	Ideas go beyond the personal world of the writer, and involve reflection on the wider world (e.g., description of buyers at the market and their pleasure at finding a bargain). Ideas show insight and originality, have been deliberately selected, and are elaborated.	
Structure and language	R1–R6	R6	The structural and language features are controlled and effective. The introductory paragraph provides an orientation to the topic and gains the reader’s interest. The body of the text contains key information with descriptive detail. The concluding paragraph draws the writing to a close. Use of the second person ‘you’ ( <i>fill your nose/pull yourself away</i> ) and questions ( <i>Can you hear the sounds ... ?</i> ) are effective techniques to draw the reader into the scene.	
Organisation	R1–R7	R7	Paragraphs are structured to direct the reader, and ideas are linked effectively within and between paragraphs. Linking words are present ( <i>But, Now</i> ); the question at the start of the fourth paragraph also acts as a linking device.	
Vocabulary	R1–R6	R5	High R5. Words and phrases are used to create mood and enhance meaning. Language choices are not always wholly effective (e.g., ‘twisted’ with reference to smells; the ‘harmony’ of wildlife; ‘alive’ community).	
Sentence structure	R1–R6	R6	There is some minor error, including subject–verb agreement ( <i>community/gather</i> ) and some sentence fragments (e.g., verb is missing from first sentence). However, sentences show sophistication and variety and are deliberately crafted for impact and to engage the reader.	
Punctuation	R1–R7	R5	Most sentences are punctuated correctly, although several sentences in the third paragraph are incorrectly joined with commas. There is some correct use of complex punctuation, including a semicolon (second paragraph) and commas to indicate an embedded phrase ( <i>But, if possible, pull yourself away</i> ). Further use of commas for phrases would assist the reader.	
Spelling	R1–R6	R5	Most high-frequency words are correct. Correct difficult words include <i>accompanied, revving, unmistakable</i> . Incorrect words include <i>actualy, stereotype, scurring, hear, bussiness, jucyness</i> and <i>untill</i> . There are too many errors for a category R6.	

# e-asTTle



## **Adult and child**

Look at the photo. Write to describe the moment in time it shows.

Find three specific exemplars attached.

Prompt 04: Adult and child

Exemplar 1: Feeling seaweed

Adult and child  
ther at the beach feeling seaweed.  
They can hear the waves crashing, and can  
see seaweed swishing, they can touch  
lots of shells and smell all the fresh  
air, they are a really good time  
together. the child is really happy about  
coming to the beach. the Adult doesn't  
really think it was a good idea to go  
to the beach

E00401

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00401
Ideas	R1–R6	R2	Several simple ideas with minimal elaboration.	
Structure and language	R1–R6	R3	Although there is no orientation or conclusion, the text describes key elements of the photograph (what the people are doing, and the girl's expression). Language features are mostly appropriate: includes sensory detail ( <i>hear the waves crashing; see seaweed swishing</i> ); uses present tense.	
Organisation	R1–R7	R3	Text is brief and coherent. The ideas are grouped and presented logically (what the participants can feel, hear, see and smell). Spaces between lines are random, rather than paragraph breaks.	
Vocabulary	R1–R6	R3	Uses a range of words related to the topic ( <i>seaweed, beach</i> ), and some precise phrases ( <i>waves crashing, seaweed swishing</i> ). Beginning to experiment with figurative language (onomatopoeia: <i>crashing; swishing</i> ).	
Sentence structure	R1–R6	R2	Sentences have basic structures with a little extension. Most sentences are correct (word missing in <i>they are a really good time</i> ).	
Punctuation	R1–R7	R3	Full stops are used correctly to mark the end of sentences (except for final sentence). Capital letters are missing or used inappropriately. One correct contraction ( <i>doesn't</i> ).	
Spelling	R1–R6	R4	Spells most high-frequency words correctly (error in <i>ther</i> [they're]). Spells some longer words correctly, showing knowledge of common morphemes (e.g., <i>-ing</i> in <i>crashing, swishing</i> ). Errors show over-generalisation (e.g., incorrect use of the vowel digraph 'ea' in <i>fresh</i> and <i>fealing</i> ).	



Prompt 4: Adult and child

Exemplar 2: Give the child something

As the adult give the child something.  
 She look like she was going to  
 blow up with joy and happy-  
 nis. The expression on her face was  
 like ~~it~~ foled with graet exsitmite.  
 E00402

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00402
Ideas	R1-R6	R3	Low R3. Short text that consists of one brief idea (girl's happiness) with basic elaboration provided through descriptive detail.	
Structure and language	R1-R6	R3	Low R3. No orientation or conclusion. Text focuses on one main element of photograph (girl's expression). Language choice (expressive) supports purpose of description, although use of past tense is not effective.	
Organisation	R1-R7	R3	Brief but logical. Text is brief but coherent.	
Vocabulary	R1-R6	R3	Low R3. Uses some precise words and phrases ( <i>exsitmite, joy</i> ). Use of figurative language ( <i>blow up with joy</i> ).	
Sentence structure	R1-R6	R3	Low R3. Text consists of two sentences with variety in structure and extension. The first is a complex sentence ( <i>As the adult gave the child ...</i> ) with errors in tense (uses the present tense 'give' rather than the past tense 'gave') and in word form ('look' rather than 'looked'). The second sentence is correct.	
Punctuation	R1-R7	R3	The second sentence is correctly punctuated with a capital letter and full stop. Handwriting style makes it hard to distinguish whether the writer intended the first line to be a complete sentence. Commas are used incorrectly ( <i>joy, and, happy-nis</i> ).	
Spelling	R1-R6	R3	Most high-frequency words are spelt correctly (errors in <i>graet</i> and <i>foled</i> [filled]). One more difficult word is spelt correctly ( <i>expression</i> ). Achieves close approximations of other words, showing knowledge of phoneme-grapheme relationships ( <i>exsitmite, happy-nis</i> ).	

Prompt 4: Adult and child

Exemplar 3: Once an adult

## Adult and Child

Once an adult and child went to the beach. They found some blue, yellow and red seaweed, so they started playing the beautiful colored seaweed. They could hear the waves crashing, the seagulls cawwing and the trees rustling in the breeze. They could smell the seaweed on the hot sand and the salty water as they walked along the beach. Then they came to the rock pools and felt the rough rocks beneath their shoes. They were having a really good time alone together. They started searching through the rockpools for crab shell parts, pawa shells and pipi. Once they had enough time at the beach they went back home.

THE END

E00403

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00403
Ideas	R1-R6	R4	Ideas are relevant. The ideas are elaborated through descriptive detail that begins to show complexity in creating multiple images in the reader's mind ( <i>waves crashing, seagulls cawwing, trees rustling</i> ).	
Structure and language	R1-R6	R3	Text includes a brief orientation to the topic. Body describes some aspects of the photograph (seaweed, beach). Some structural and language features are more appropriate to a narrative (e.g., structure - sequencing of actions; language - use of past tense). However, the purpose (to describe) is partly achieved through use of strong verbs ( <i>cawwing, rustling</i> ) and adjectives ( <i>salty</i> ) to provide sensory detail.	
Organisation	R1-R7	R4	Ideas are grouped and sequenced, using appropriate linking words ( <i>once ... then</i> ). No attempt at paragraphing.	
Vocabulary	R1-R6	R4	Text includes a variety of precise words and phrases ( <i>waves crashing, rough rocks</i> ). Some experimentation with figurative language (e.g., onomatopoeia - <i>seagulls cawwing</i> ).	
Sentence structure	R1-R6	R4	Sentences show balance and rhythm (see sentence starting <i>They could hear ...</i> ). Structures are varied and include compound and complex sentences.	
Punctuation	R1-R7	R5	Sentence punctuation is correct and is used to support meaning. Commas are used correctly in lists. Experimentation with complex punctuation: comma to mark clause ( <i>... red seaweed, so they started ...</i> ).	
Spelling	R1-R6	R5	High-frequency words are spelt correctly. Text includes a small number of difficult words and these are correct ( <i>plaiting, rustling</i> ). One spelling error ( <i>colured</i> ).	

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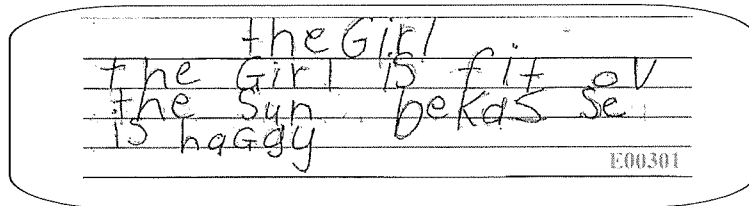
**Girl**

Look at the photo. Write to describe the moment in time it shows.

Find four specific exemplars attached.

Prompt 3: Girl

Exemplar 1: The girl



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00301
Ideas	R1–R6	R1	One brief idea can be discerned (the girl is happy/angry).	
Structure and language	R1–R6	R1	Structural and language features for purpose are absent or undeveloped, due to the short length of the text. On balance, category R1.	
Organisation	R1–R7	R1	Very short text.	
Vocabulary	R1–R6	R1	A small range of words from personal vocabulary ( <i>the, girl, is, because, sun, happy</i> ).	
Sentence structure	R1–R6	R1	Text consists of one short sentence. It is not possible to judge the correctness of this sentence as the meaning is difficult to access.	
Punctuation	R1–R7	R1	No punctuation. Random capital letters.	
Spelling	R1–R6	R2	Correctly spells a few words from personal vocabulary ( <i>the, girl, is, sun</i> ). Uses knowledge of phoneme–grapheme relationships to attempt other words ( <i>bekas</i> ).	

Prompt 3: Girl

Exemplar 2: In this photo

In this photo is a girl is looking at something. She looks very happy. She might be swing and playing with some one. She might be looking at her friend or looking at some thing excited and something in the sky. She might be filled with most migest amasing. She might be thinking of the rest of the day or if she can go to her friends hose.

E00302

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00302
Ideas	R1–R6	R2	Text has several simple ideas, with minimal elaboration.	
Structure and language	R1–R6	R2	Simple opening statement orients reader to the topic. One key element of the photo is described (the girl's expression). Text uses some expressive language ( <i>very happy, excited</i> ).	
Organisation	R1–R7	R2	Ideas are related to each other and there is an attempt to group them (girl's appearance and thoughts). The text has some coherence. High R2.	
Vocabulary	R1–R6	R2	Mostly simple, everyday words and phrases. Attempts to use precise vocabulary to add descriptive detail, although meaning is not always clear ( <i>fulled with migest amasing</i> ).	
Sentence structure	R1–R6	R2	Two correct sentences ( <i>She looks very happy/She might be thinking ... friends hose</i> ). Some errors in selecting correct form of word ( <i>swing/swinging; excited/exciting</i> ).	
Punctuation	R1–R7	R3	Some correct use of full stops to mark end of grammatical sentences. Some correct use of capital letters to begin sentences.	
Spelling	R1–R6	R3	Spells a range of high-frequency words correctly. Attempts more difficult words using phoneme–grapheme relationships and knowledge of morphemes ( <i>excited, amasing, migh</i> ).	

Prompt 3: Girl

Exemplar 3: This moment

This moment seems to come back to a little girl in a garden and seems to be looking at some thing big and is astounded. By the dirt around her eyes she has been gardening and she comes across a big flower or something else and is amazed by it and wants to know what it is and where it came from. She obviously takes care of her teeth and gums. Next she will probably get her mother and ask what it is. the end

E00303

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00303
Ideas	R1–R6	R3	One main idea (the girl is gardening) with some elaboration.	
Structure and language	R1–R6	R2	Brief but undeveloped attempt at orientation ( <i>This moment</i> ) and conclusion ( <i>the end</i> ). Body of text focuses on appropriate aspects of the photograph, with descriptive detail ( <i>dirt around her eyes</i> ). Uses present tense.	
Organisation	R1–R7	R2	High R2. The text has some coherence, and ideas are grouped and related to each other. One idea is disconnected from the others, and interrupts the flow ( <i>She obviously takes care of her teeth and gums</i> ).	
Vocabulary	R1–R6	R3	Uses a small number of precise words that go beyond personal vocabulary ( <i>astounded, amazed, gardening</i> ).	
Sentence structure	R1–R6	R3	Low R3. Most sentences are correct. Sentences show a variety of structures although there is overuse of 'and'. The first sentence has a missing pronoun (... <i>little girl in a garden [who] seems ...</i> ).	
Punctuation	R1–R7	R4	Sentence punctuation is correct. No other punctuation attempted, although use of commas for phrases would have assisted the reader (e.g., after 'eyes').	
Spelling	R1–R6	R4	High-frequency words are spelt correctly. Some difficult words are spelt correctly ( <i>astounded, gardening, amazed</i> ). Errors ( <i>oviesly, probibly</i> ) show knowledge of the morpheme <i>-ly</i> .	

Prompt 3: Girl

Exemplar 4: A good nights sleep

The little girl burrowed her way out of her blankets after a good nights sleep. She pulled on her dress, got up and wandered down stairs and clicked on the television.

After half an hour of cartoons, Lilly clicked off the television and wandered drowsily outside.

She stared into the distant sun and waited for her parents to wake up.

One hour passed and she still hadn't seen her parents. She wandered up stairs and opened the door to her parents room. No sign of them, just a tangled mess of a bed.

"Mum," she called. "Dad," no reply. She wandered back into her room, curious as to where her parents had disappeared to. She got dressed and went back outside.

She stopped, stiff in awe, to the sight of her mother and father, layed <sup>laid</sup> ~~laid~~ on the floor, covered in blood with a frightened look on their faces.

E00304

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00304
Ideas	R1-R6	R4	Main idea is focused and developed through the narrative. Some ideas are not controlled (e.g., the bodies are lying on the floor, but the narrative suggests they are outside).	
Structure and language	R1-R6	R2	Text uses a narrative structure but includes some language features relevant to description, with sensory language providing strong images (e.g., <i>burrowed her way out of her blankets</i> ).	
Organisation	R1-R7	R6	Paragraphs support the development of the text, and are ordered and linked sequentially.	
Vocabulary	R1-R6	R4	Precise words and phrases add information and interest ( <i>tangled mess of a bed</i> ; <i>burrowed</i> ; <i>drowsily</i> ). Some attempts at figurative language ( <i>stiff in awe</i> ). Experimentation is not wholly effective (e.g., incorrect word choices in the phrases <i>stiff in awe</i> and <i>to the sight of</i> ).	
Sentence structure	R1-R6	R4	Simple, compound and complex sentences are correct, with variety in length and extending phrases and clauses. Some experimentation with structure for effect (" <i>Mum</i> " ... <i>no reply</i> ).	
Punctuation	R1-R7	R6	Punctuation assists meaning. Sentence punctuation is mostly correct. Commas are used correctly to mark clauses and phrases. Text shows developing control of punctuation of direct speech. An apostrophe is used correctly for a contraction ( <i>hadn't</i> ), but possessive apostrophes are missing ( <i>nights</i> , <i>parents</i> ).	
Spelling	R1-R6	R5	Spells most high-frequency words correctly. Spells some more difficult words correctly ( <i>wandered</i> , <i>frightened</i> , <i>curious</i> ), while others are incorrect ( <i>tangeled</i> , <i>drowsely</i> , <i>disapared</i> ).	