



e-asTTle

Describe a process
Writing Prompts with Specific Exemplars



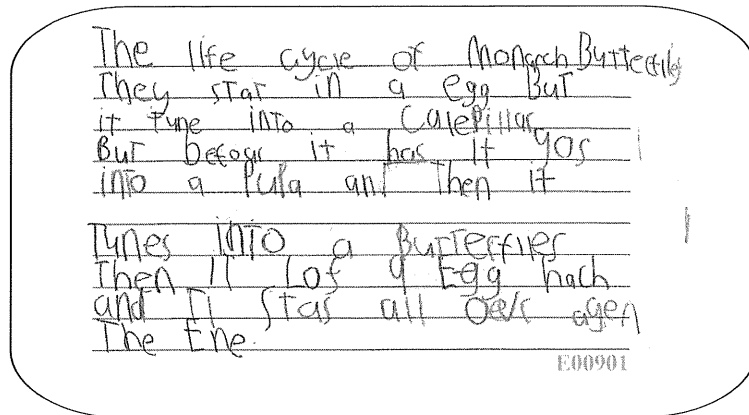
The life cycle of Monarch butterflies

Write to describe the life cycle of Monarch butterflies. [A diagram of the life cycle is provided.]

Find three specific exemplars attached.

Prompt 9: The life cycle of Monarch butterflies

Exemplar 1: They stat in a egg



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00901
Ideas	R1–R6	R2	Ideas are related to the topic, simple and unelaborated.	
Structure and language	R1–R6	R2	Use of title to begin and 'The Ene' to finish indicates awareness of the need for an orientation and a conclusion. The body of the text attempts to describe the process, although one step in the life-cycle is either out of sequence or words that are needed to indicate the correct sequencing are missing (<i>But befour it has [turned into a butterfly] it gos ...</i>). Language features include action verbs (<i>Tunes</i> [turns], <i>Los</i> [lays]).	
Organisation	R1–R7	R2	Most ideas are sequenced (<i>but befour, and then, then</i>). One random visual break.	
Vocabulary	R1–R6	R1	High R1. A small range of simple, everyday words. One word related to the topic (<i>hach</i>); other technical words used are supplied on the prompt sheet.	
Sentence structure	R1–R6	R1	No correct sentences. One attempted compound–complex sentence (<i>But befour it has it gos into a pupa and then it Tunes into a Butterflies</i>) has only one minor error (incorrect use of plural <i>Butterflies</i>). High R1.	
Punctuation	R1–R7	R1	Full stop at the end of writing. Capital at the beginning. Many random capitals.	
Spelling	R1–R6	R2	Spells a few high-frequency words correctly (<i>They, in, a But, then, and, all, The</i>).	

Prompt 9: The life cycle of Monarch butterflies

Exemplar 2: They hatch out

The life cycle of
monarch butterflies
they hatch out of a
egg and then it trns
into a caterpillar and the
Nexst thing it gos into
a butterfly on it
flys away it gos
to its his house
and have fun and
it las a egg and
have food to geve
them. engey to fly
and get's some food
for the baby butterfly.

E00902

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00902
Ideas	R1–R6	R2	Several ideas with minimal elaboration.	
Structure and language	R1–R6	R2	The use of a title provides some orientation to the topic. The text describes some key stages of the life-cycle process (one stage is missing). Some language features support purpose (e.g., linking words <i>then</i> , <i>Nexst</i>) while others do not (e.g., informal verb <i>have fun</i>).	
Organisation	R1–R7	R3	Ideas are grouped temporally. Inconsistencies in linking words across the text, such as noun–pronoun referencing (<i>they</i> , <i>it</i> , <i>them</i>), sometimes interrupt flow.	
Vocabulary	R1–R6	R2	Uses a range of everyday words and phrases, with a few words related to the topic (<i>hach</i> , <i>engey</i>).	
Sentence structure	R1–R6	R2	Text contains several long, run-on sentences with overuse of the conjunction 'and'. No sentences are correct, due to errors in noun–pronoun referencing (<i>they</i> <i>hach out of a egg and then it trns</i>) or subject–verb agreement (<i>it go's to it's his house and have fun</i>). On balance, category R2.	
Punctuation	R1–R7	R2	Full stop at end. Two incorrect or random full stops. One random capital. Experiments with apostrophes (<i>it's</i> , <i>get's</i> – both incorrect).	
Spelling	R1–R6	R3	Spells a range of high-frequency words correctly (<i>they</i> , <i>then</i> , <i>house</i> , <i>away</i>). Attempts at a wider range of words show knowledge of phoneme–grapheme relationships (<i>hach</i> , <i>trns</i> , <i>engey</i>).	

Prompt 9: The life cycle of Monarch butterflies

Exemplar 3: Kiora

Introduction

Kiora, Today I'm going to be talking to you about the life cycle of the Monarch butterflies.

First the stage of the butterfly goes the egg, then the caterpillar, then the cocoon, then the butterfly. When the egg forms into a caterpillar, the caterpillar has to eat to survive it eats leaves that's why there might be holes in your leaves in your garden.

The caterpillar is long with white and black stripes. The egg is green and circular. The cocoon is oval shaped and is also green. The monarch butterfly has triple colours white, orange, black.

Capabilities

Monarch butterfly: can fly, living thing.

Egg: can not do anything but crack, non living thing.

Caterpillar: Crawl, has 10 legs.

Cocoon: does nothing very boring.

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00903
Ideas	R1–R6	R4	Ideas are relevant and have some complexity (see ‘Capabilities’ section; also <i>has to eat to survive ... that’s why there might be holes ...</i>). Several ideas have some elaborating detail.	
Structure and language	R1–R6	R3	Text has an introduction, although it is more appropriate to a speech than to a written description. Focuses on details – what caterpillars do and why, what each stage looks like, and the capabilities of each stage. Language features are mostly indicative of purpose: present tense, factual tone.	
Organisation	R1–R7	R5	Ideas are grouped in paragraphs (introduction, life-cycle process, description of stages, capabilities) and a sub-heading is used appropriately. Paragraph development is limited (no clear topic sentences or linking words to guide the reader through the text).	
Vocabulary	R1–R6	R4	Uses a range of everyday words and some precise, academic words (<i>stage, forms, survive</i>). Also uses some precise, descriptive words (<i>oval shaped, triple colours</i>), although <i>triple</i> is not entirely effective.	
Sentence structure	R1–R6	R4	Most sentences are correct. Structures show some variety (see the complex sentence <i>When the egg forms ...</i>). Errors include wrong word order (<i>first the stage</i> [the first stage]).	
Punctuation	R1–R7	R4	Most full stops and capitals are correct, although the second paragraph contains several run-on sentences. Other correct punctuation includes commas for lists (<i>white, orange, black</i>) and an apostrophe to indicate contraction (<i>I’m</i>). Correct complex punctuation includes colons (see the ‘Capabilities’ section) and a comma to mark a clause (<i>When the egg forms into a caterpillar, ...</i>).	
Spelling	R1–R6	R5	High-frequency words are spelt correctly. Some difficult words are also spelt correctly (<i>circular, survive, triple</i>). Incorrect spelling of <i>butterflie</i> .	



A frog life cycle

Write to describe this frog life cycle. [A diagram of the life cycle is provided.]

Find three specific exemplars attached.

Prompt 10: A frog life cycle

Exemplar 1: Your reader

Your reader needs to know that the life cycle changes around from eggs to tadpole. When it's a tadpole it grows bigger when it's bigger it turns into a froglet. When it's a froglet it is turning into a dark sort of color and when it grows older it will turn light green. When it was a baby froglet it was a different sort of color when it grows bigger it get bigger legs and is stronger but when it was a baby tadpole it had no legs and it was not strong because it was only a baby but when it got bigger it started grow things on it's body like arms and legs. After it's a froglet it turns into a strong big frog.

EO1001

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1001
Ideas	R1–R6	R3	Many simple ideas related to the topic. Ideas are basic with little elaborating detail or information.	
Structure and language	R1–R6	R3	The introductory statement, while an attempt at orientation using wording from the prompt, is confusing for the reader. It is unclear who is being addressed (<i>Your reader ...</i>). The body of the text covers each stage of the life-cycle process. Language features support the purpose, e.g., use of sequencing words to describe the process (<i>when, after</i>). The tone is mostly objective as appropriate for a scientific description, although repeated use of 'it and it's' is jarring.	
Organisation	R1–R7	R3	Ideas in the first part of the writing are grouped sequentially (following the stages of the life cycle). In the second part of the text, the sequence of information breaks down as the writer attempts to do a before/after comparison. On balance, the best fit is category R3.	
Vocabulary	R1–R6	R2	Uses some words related to topic (<i>arms, legs, grow, light green</i>).	
Sentence structure	R1–R6	R3	Correct sentences have similar structures with a little variation (many are complex sentences beginning with 'when'). Errors in sentences are due to speech-like structures (e.g., long run-on sentence towards end of text).	
Punctuation	R1–R7	R3	Some correct use of sentence punctuation. Uses contraction (<i>it's</i>) correctly.	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly. Uses knowledge of morphemes to extend words (<i>bigger, started, turning</i>). Errors in <i>color, different, stronge</i> .	

Prompt 10: A frog life cycle

Exemplar 2: Think about

Think about:
What does your Reader need to know?
Well a frog lives near water so
like in a swamp or lake.
They eat fly's and some other
insects and they use there tounge's
because there tounge's are very
long and stickey.
Frogs hop in stead of walking
they hop from rock to rock.
And frogs start as an egg then
when it hatches it will be a tadpol
and the can only swim then the
tadpol starts to grow legs and
also get bigger then after that
the tadpol starts to look like a
frog, but it is still a tadpol.
Then they be come a froglet
and after a while they turn
into a frog and the cycle
happens again.

01002

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01002
Ideas	R1–R6	R3	Ideas are simple and show some basic elaboration (e.g., <i>very long and stickey</i>).	
Structure and language	R1–R6	R3	Level of formality is mostly appropriate (uses informal expression <i>so like</i>). Includes appropriate structural features: generalised introduction about frogs (<i>Well a frog lives near water ... from rock to rock</i>), followed by a description of the life cycle. The concluding sentence brings the writing to a satisfactory close (<i>and the cycle happens again</i>). Language features are appropriate: present tense, use of linking words to show sequence (<i>when, then, after a while</i>).	
Organisation	R1–R7	R5	Like ideas are grouped into basic paragraphs: where frogs live, what they eat, how they move, their life cycle.	
Vocabulary	R1–R6	R3	A small number of precise, subject-specific words: <i>hatches, swamp, lake, tounge's</i> .	
Sentence structure	R1–R6	R3	Most sentences (simple, compound and complex) are correct. Sentences begin to show variety and some have extension, using mostly simple conjunctions (<i>and, but</i>).	
Punctuation	R1–R7	R3	Some correct use of sentence punctuation. Experiments with apostrophes (<i>fly's, tounge's</i>). Correct use of a comma in a compound sentence.	
Spelling	R1–R6	R4	Correct spelling includes <i>swamp</i> and <i>hatches</i> . Errors show over-generalisation (<i>stickey</i>) and common misspelling (<i>there</i> for 'their'). Attempts difficult word (<i>tounge</i>). Other errors include <i>tadpol, in stead, be come, also, fly's</i> .	

Prompt 10: A frog life cycle

Exemplar 3: Evolving life pattern

A frog's life cycle is a evolving life pattern. It changes something, loses ~~a~~ something, and gains something. (hard parts). From small to big a frog's body ~~to~~ develops, as it expands every ~~month~~ ^{week}, day and hour it soon gains two legs, and loses its tiny little tail.

Tadpoles

As you already ^{know} tadpoles are "really, really small," ~~but~~ ~~don't~~ ~~worry~~ some die from the separation of there mother. Some just get mixed with the wrong crowd. It has a "really small body and only one tail, plus two ~~or~~ dark ~~with~~ pitch black eyes.

Froglet

~~From tad~~ In a few weeks a tadpole evolves to a froglet, almost to a fully grown frog. Froglets kinda like a tadpole but ~~to~~ 2 to 4 times bigger, it becomes more ~~sketch~~ ^{stable} and less vulnerable, to ~~either~~ ^{some} predators looking around them.

Frog

Now this is a fully grown frog, strong and ready for life. When frogs are fully grown they become more vicious to other frogs, showing which one is more dominant, protecting there female and looking for trouble.

But when it's time, they find a ~~in~~ female frog to mate.

A frogs life cycle soon starts again.

Prompt 10: A frog life cycle

Exemplar 3: Evolving life pattern

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01003
Ideas	R1–R6	R5	Ideas are elaborated, and show some complexity (e.g., froglets are less vulnerable than tadpoles; the role of male frogs).	
Structure and language	R1–R6	R3	An introduction orients the reader to the topic, the body describes stages in the life cycle (although one stage, frog spawn, is missing) and a concluding statement rounds the writing off (<i>A frog's life cycle soon starts again</i>). The language features are partly appropriate for purpose, although the tone verges on expressive and is sometimes too informal (<i>mix with the wrong crowd/kinda</i>).	
Organisation	R1–R7	R6	Paragraphs are appropriate and developed. Sub-headings help to direct the reader through the text.	
Vocabulary	R1–R6	R4	Uses some academic and subject-specific vocabulary to add precision and detail (<i>develops, expands, vulnerable, predators, dominant, evolving</i>). Use of precise words is inconsistent (e.g., everyday language in <i>really, really small</i>) and experimentation with vocabulary is not always effective (<i>a evolving life pattern</i>).	
Sentence structure	R1–R6	R5	Sentences show variety and sophistication, with consistent attempts to create effects. Errors include <i>lose/gain</i> verb agreement, incorrect article in first sentence, and incorrect noun–pronoun reference <i>tadpoles/it</i>).	
Punctuation	R1–R7	R4	Most sentence punctuation is correct. There is some experimentation with commas for effect. Uses possessive apostrophe (sometimes correct) and double quotation marks for emphasis (unsuccessfully). Some correct and incorrect commas in list. Enough experimentation for category R5.	
Spelling	R1–R6	R5	Correct spelling of high-frequency words and some difficult words (<i>evolving, separation, predators, vicious, dominant</i>). Incorrect words include <i>vulnerable, there, lerking, developes</i> . There is a missing letter in <i>bod parts</i> .	