

# e-asTTle writing generic exemplars

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This set of exemplars illustrates the use of the e-asTTle marking rubric to score writing across the writing prompts. The exemplars cover the full scoring range, and the full range of skill development, for each element of writing. Generic exemplars are referenced in the marking rubric, with two exemplars linked to each scoring category within each element. These two exemplars provide practical examples of writing that falls within that scoring category (for example, category R2 in spelling, or category R6 in ideas).

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Prompt 14: A special place in the community

Exemplar 2: A library

A place that I think is important to the community is a library because if ~~there~~ there was no libraries, kids wouldn't be able to go there after school.

What kids do at library is not to go play with their friends or whatever you think, it's way more than that. Kids go there for many reasons like, go to read, get out books, research and do experiments and do home work on the computers.

It is good that libraries are open all week except Sunday but that's all right because Sunday can be a rest day for reading if you want. It's also good to have a library so parents can encourage their kids to go there so they don't have to read the books on their book shelf all over and over again.

That is why I think libraries are important for the community.

EO1402

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1402
Ideas	R1–R6	R4	The text has several ideas with some elaboration. Ideas are beginning to show complexity through relation to the wider world (parents encouraging their children to go to the library).	
Structure and language	R1–R6	R4	Text has a brief introduction and conclusion. The body shows some development, with supporting details and examples. Language features are appropriate to the purpose (to explain): use of present tense, active verbs ( <i>read, research, incorge</i> ), and linking words showing cause and effect ( <i>because if...</i> ). The familiar tone is sometimes distracting ( <i>or whatever you think; way more than that; kids</i> ).	
Organisation	R1–R7	R5	Paragraphs show some focus and there is an attempt to use them appropriately for the prompt (new paragraph for each idea). One paragraph is not marked ( <i>Its also good to have a library so perints can...</i> ). Text is coherent.	
Vocabulary	R1–R6	R3	Text consists of mostly everyday words. A small number of precise, technical and academic words are used to provide detail ( <i>research, experiments, incorge</i> [encourage]).	
Sentence structure	R1–R6	R4	Low R4. Correct sentences are extended and begin to show variety in structure. Other sentences have errors such as subject–verb agreement ( <i>because if there was no libraries</i> ) and missing or repeated words.	
Punctuation	R1–R7	R5	Sentence punctuation is correct (one run-on sentence '... <i>What kids do ... its way more than that ...</i> '). Uses commas for lists and also uses a comma correctly for phrasing. Misses the apostrophe to show contraction in <i>its</i> . Apparent random capitals (e.g., <i>Week, Community</i> ) may be due to handwriting style. On balance, low R5.	
Spelling	R1–R6	R4	Most high-frequency words are correct. Achieves close approximations of more difficult words. Some error is due to over-generalisation (e.g., of the ending -ent in <i>importent, wouldent</i> ).	

Prompt 13: The referee is always right

Exemplar 4: And the All Blacks scored!

And the All Blacks scored! Oh, no, that was definitely a backwards pass. Or at least an offside.

We live in an imperfect world. Wars, battles, murders: it is all part of the human nature to only think of oneself... the human nature of greed. In many sports games - such as rugby, soccer, and basketball - there is always a referee: the one who decides whether it was a foul, whether it was a penalty, whether there was a point scored. Whether who wins. And biased referees can no doubt prove a team's undoing.

Power, wealth, fame. These are the delectables many people strive to achieve in life, using any method to do so, whether it is against their conscience or not. Any human would succumb to the offer of a few thousand bucks for merely calling a 'yellow card' here when there wasn't, calling a penalty despite its lack of existence. Bribed referees are seen all around the world from local competitions to global events, prevailing throughout history. Think about it: for a few silver coins, one of Jesus' 'loyal' followers sold him, the son of God, out.

Some referees don't even have to be bribed to make a wrong call: they may be too fat and slow to catch up to the ball, they may have diminishing eyesight, they may hold a personal grudge against a country such as Australia. Just imagine you're the referee of the grand finals of the rugby world cup, New Zealand vs Australia. It's 71-70 to New Zealand, and it's all up to the last few minutes. Fate rests in your hands. The fate of the players, the fate of the coaches, the fate of the crowd. All seems to be going well, but then one of the All Blacks broke the rules just ever so slightly, enough to give Australia the chance to come back and win. But then a flashback engulfs your mind: your very close Australian friend, also a referee, once also cheated in a game, not to mention playing an annoying practical joke involving toilet water on you. Those bloody Aussies! Always so full of themselves cheating their way to victory. Who wouldn't turn a blind eye, just once, to give these cheaters a taste of their own medicine?

Impossible is nothing. Although these referees are monitored carefully, there will always be that off-chance of a rotten apple in the pile, slowly decaying all the others, making inept decisions. The referee is not always right.

EO13004

Prompt 13: The referee is always right

Exemplar 4: And the All Blacks scored!

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ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS EO1304
Ideas	R1–R6	R6	Ideas are complex, developed, and show reflection on the wider world with extended generalisation and abstraction (human nature and the influence of power, wealth and fame).
Structure and language	R1–R6	R6	Structural and language features have been combined to produce a controlled and effective text.
Organisation	R1–R7	R6	Paragraphs support the development of the text, but are not always indicated correctly (some long paragraphs could be separated into smaller units). Further development of cohesion across the text and within paragraphs would help the reader follow key ideas.
Vocabulary	R1–R6	R6	Language has been deliberately chosen to create effects (e.g., use of informal language in the phrase <i>those bloody Aussies ... cheating their way to victory</i> ).
Sentence structure	R1–R6	R6	Sentences show control and have been crafted to create effects (e.g., repetition in <i>Fate rests in your hands. The fate of the players, the fate of the coaches, the fate of the crowd</i> ). Minor errors (one instance of incorrect tense within a sentence; a couple of missing words) do not detract from meaning.
Punctuation	R1–R7	R7	Punctuation is mostly controlled and used effectively, including complex punctuation (colons, dashes, commas for phrasing and clauses).
Spelling	R1–R6	R6	Spells a wide range of difficult words correctly ( <i>inept, imperfect, biased</i> ). The only errors are <i>succum</i> and <i>penalthy</i> .

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 Simsim's  
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>tocking</i> [talking] <i>myt</i> [might]).	

Prompt 21: I heard a whisper but no one was there

Exemplar 4: Don't move

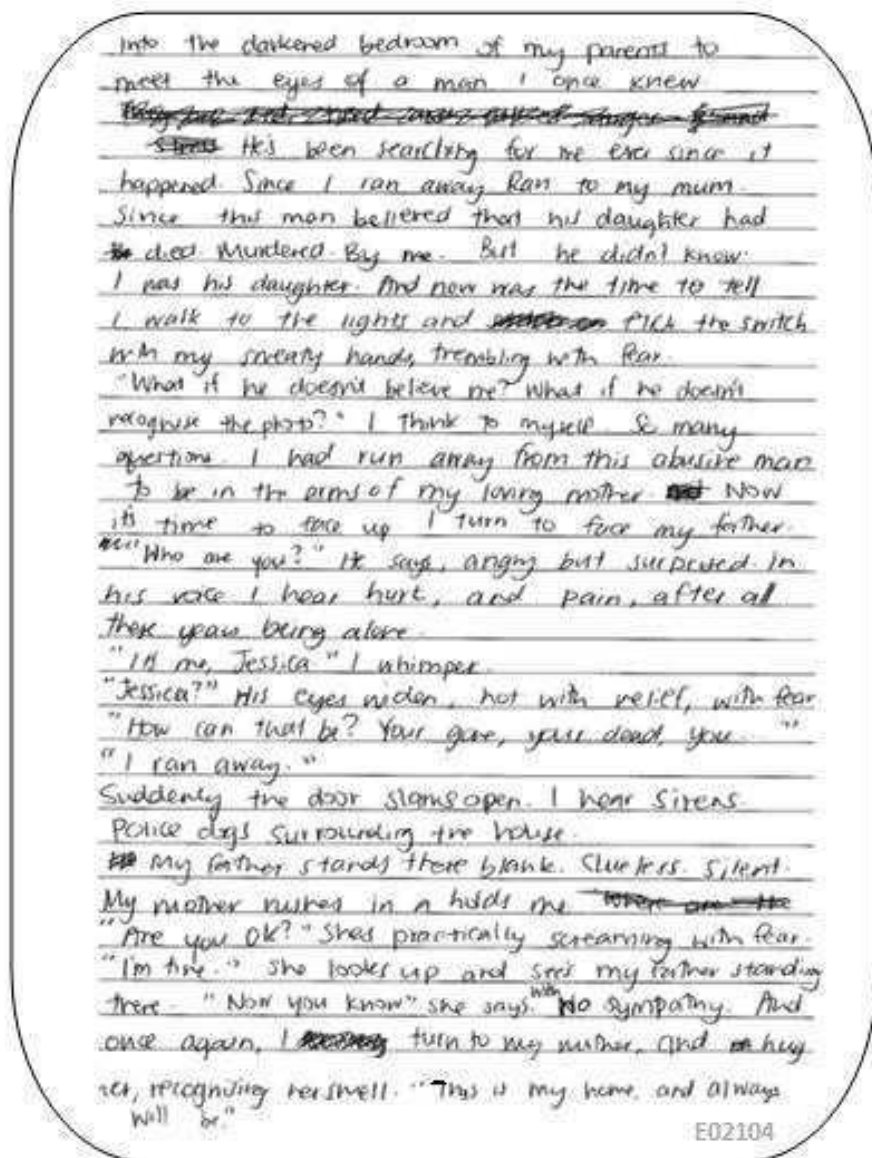
Don't move. Don't make a sound. Don't even breathe. Enfolded inside, well I'm not too sure who's closest this is. Probably my mums. Stuck here holding my little brothers close to me gripping their mouths shut while they whimper and sob. I'm trying to be as calm as possible, keep them out of harm, but I'm sweating and I can feel their tears trickling down my arm and dripping off my elbow. It's hot. Too hot for my liking. Too frightened to move or make the smallest sound of a squeak. Someone is in our house. Someone <sup>they</sup> don't know. And he wants something, and he's not going to leave until he has it. And I know what it is. I can hear the echo of his boots banging against our kitchen floor, rumaging through everything. My two little brothers in my arms are starting to make too much sound from their caji. "Where's mummy? I wanna get out bubba, take us out of here." Cassius ~~says~~ says trying to breathe through my tight hands. He's scared. So is Judah. And so am I. I can feel their cheeks warming beneath my hands and it's not comfortable. Suddenly there's a cick. The door next to us has opened and I can hear someone making their way in. "Hold your breath" I say ever so quietly to my little brothers. And it occurs to me that they already are. <sup>Nearly</sup> Suffocating like a fish out of water under my hands. Then, Silence. What's happened? Has he gone? But I still ~~don't~~ <sup>have</sup> not open my mouth to take a breath.

I hold my brothers tightly close to me and wish for it to be over. Still silence. Then out of no where, "I know your in here." Whispers a gruff, ~~sc~~ frightening voice. ~~He~~ Immediately we all stiffen. Our bodies have gone to shut-down. And he's going to find us. Find me... I remembered reading a book, the main character had said once: "Real fear doesn't make you scream ~~or run~~ or run. real fear makes you paralyzed." And only now did I truly understand her wording. I could feel droplets of sweat, ~~is~~ pouring down the side of my head and streaming down my neck to my clothes. This is it. This is the end. I gather my little brothers. "What are you doing?" Judah asks, almost mute. I don't answer him, I just take both of them and hide them under the clothes of my parents. "Take care of Cassius for me" I say to Judah. And that's loud enough that it has stopped the man outside the door. I start crying. They both start crying. And ~~now~~ now I know that none of this will be over until I'm gone. As the pine and needles prickle my feet and legs when I stand, I can hear this man breathing heavily, knowing he's going to get what he came for. Slowly I turn the knob of the closet door, look back to my little brothers, smile, and say "Whatever you do, don't come out, no matter what you hear. Stay here until it's safe." And I step out

E02104

Prompt 21: I heard a whisper but no one was there

Exemplar 4: Don't move



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS E02104
Ideas	R1–R6	R6	Ideas show originality and insight, with reference to complex issues such as family violence, and generalisation to universal feelings ( <i>real fear makes you paralyzed</i> ). Although some aspects of the story could be developed further (e.g., the father's motive for looking for the daughter/murderer), the ideas are sufficiently effective and elaborated for a category R6.
Structure and language	R1–R6	R6	The orientation is compelling and engages the reader. The body of the text creates tension and suspense, building to a climax towards the end. Language features are controlled for purpose: present tense is used to bring the reader into the moment, descriptive language is used throughout, and characters are developed.
Organisation	R1–R7	R7	Paragraphs are structured and linked to pace the narrative and build tension.
Vocabulary	R1–R6	R6	Language choices consistently enhance meaning and mood ( <i>gripping their mouths shut while they whimper and sob; Nearly suffocating like a fish out of water under my hands</i> ).
Sentence structure	R1–R6	R6	Sentences are deliberately crafted to have an effect on the reader: e.g., short, choppy sentences build the pace and sense of dread ( <i>Don't move. Don't make a sound. Don't even breathe</i> ).
Punctuation	R1–R7	R7	While there are some errors in punctuating direct speech, and with contractions and apostrophes, the punctuation is used to enhance meaning and to guide the reader through the text.
Spelling	R1–R6	R6	Writes with few errors and spells a wide range of difficult words correctly ( <i>whimper, echo, comfortable, immediately, surprised, surrounding, sympathy</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, lose ~~a~~ something, and gains something. (Good parts). From small to big a frog's body ~~to~~ develops, as it expands every ~~month~~ <sup>week</sup>, day and hour it soon sprouts two legs and loses its tiny little tail.

Tadpoles

As you already <sup>know</sup> tadpoles are "really, really small," ~~but don't~~ <sup>some</sup> ~~worry~~ some die from the separation of their mother. Some just get mixed with the wrong crowd. It has a "really small body and only one tail, plus two ~~or~~ dark ~~bit~~ <sup>pitch</sup> 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 ~~is~~ 2 to 4 times bigger, it becomes more <sup>subtle</sup> and less vulnerable, to <sup>some</sup> other 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 their female and looking for trouble.

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

A frog's life cycle soon starts again.

E01003



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> .

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>freash</i> and <i>fealing</i> ).	

Heavy-booted feet trudge along the rough, gravel path, the sweet song of birds fill the air. A tui swoops over-head, fast yet graceful. It circles above a skyscraper-like pine tree, before settling on a low branch. Just visible, miniscule balls of fluff appear from a nest below, taking shape of a tui chick. Their cotton-soft fluff quivers as passers-by stop to gaze at the adorable creatures, maybe snapping photos from a large bulky camera. And then it happened.

Just as a set of three people, all lugging large, bulging backpacks, appeared, a screech from above startled them. All eyes shot upwards, meeting the piercing ones of a squawking, 35-kilogram eagle. It shot through the sky towards the pine tree and perched on it, gnarly feet clasp the branch next to the nest of chicks. The spectators' hearts began to race, beads of sweat on their brow. But they could do nothing. Or could they?

The eagle reached out a brown, wrinkled claw, scratching it's dark talons on the branch. It's clumsy feet knocked the nest, toppling it over and throwing the chick out. The helpless chick fell through the air, plummeting to the ground. One of the people, named Fred, leapt to the side, grasping the chick with his bony fingers before the bird hit the ground. He gasped, then sighed deeply with relief. That's was certainly a close call!

E02003

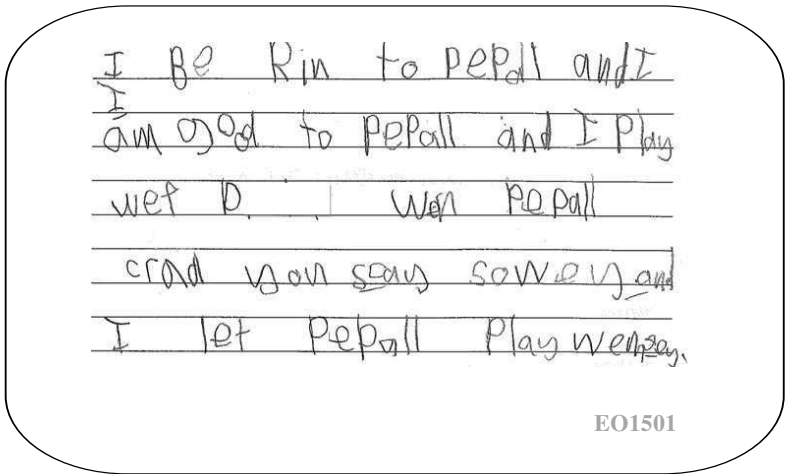
Prompt 20: The Bush

Exemplar 3: Heavy-booted feet

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS E02003
Ideas	R1–R6	R5	Ideas show complexity by going beyond the writer’s immediate world to consider the relationship between humans and the environment.
Structure and language	R1–R6	R4	Orientation and complication are developed and engage the reader’s interest. The ending is brief and lacks resolution. Some language features are appropriate to the purpose: use of past tense (not consistent), connectives showing sequence of events ( <i>just as, then</i> ), descriptive language. On balance, the text describes a scene, rather than narrating a story: there is insufficient control for purpose for a category R5.
Organisation	R1–R7	R6	Paragraphs are developed. The change to past tense from the last sentence of the first paragraph causes a minor interruption to flow.
Vocabulary	R1–R6	R6	Deliberate and sustained use of expressive words and phrases to create atmosphere and imagery ( <i>heavy-booted feet, quivers, bulging backpacks</i> ). Some minor glitches caused by use of clichéd or everyday language (e.g., <i>adorable creatures</i> ) or unnecessary words ( <i>Fred</i> ).
Sentence structure	R1–R6	R6	Sentences are crafted for effect. Minimal error (subject–verb agreement: <i>the sweet song of birds fill</i> [fills] <i>the air</i> ; missing word: <i>taking</i> [the] <i>shape of a tui chick</i> ).
Punctuation	R1–R7	R6	Correct sentence punctuation (one instance of sentences joined with a comma – see opening statement). Other punctuation assists the reader: e.g., commas are controlled to clarify meaning, hyphens to assist imagery ( <i>skyscraper-like, cotton-soft</i> ), possessive apostrophe ( <i>spectators’</i> ). Some minor error: hyphen ( <i>over-head</i> ), contraction ( <i>it’s</i> ).
Spelling	R1–R6	R6	One spelling error (see last sentence – <i>thats</i> ). Text includes a range of difficult words: <i>visible, miniscule, adorable, creatures, camera, spectators, sweat, talons, certainly, plummeting</i> .

Prompt 15: Good friends

Exemplar 1: I Be Kin



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1501
Ideas	R1–R6	R2	A few simple ideas.	
Structure and language	R1–R6	R1	Structural and language features of explanation not present/undeveloped.	
Organisation	R1–R7	R1	Very short text.	
Vocabulary	R1–R6	R1	A small range of personal, everyday words.	
Sentence structure	R1–R6	R1	One long sentence in which simple units of meaning are joined by ‘and’.	
Punctuation	R1–R7	R1	One full stop at end of writing.	
Spelling	R1–R6	R2	A few personal/sight words are correct. Unfamiliar words are attempted using phoneme–grapheme relationships ( <i>pepall</i> [people], <i>sowey</i> [sorry]).	

Prompt 11: Music is more important than sport

Exemplar 4: I personally believe

I PERSONALLY BELIEVE SPORT IS MORE IMPORTANT THAN <sup>MUSIC</sup> ~~SPORTS~~. THERE ARE MANY PEOPLE IN THE WORLD THAT PLAY MUSIC, WRITE MUSIC &/OR LISTEN TO MUSIC BUT NONE OF THESE THINGS KEEP THEM HEALTHY OR HELP THEM LIVE & LONGER &/OR A MORE ~~FOR~~ FULFILLED LIFE.

SPORT GIVES PEOPLE A CHANCE TO LEARN ABOUT ~~THEIR~~ THEIR BODIES. THIS ~~MEANS~~ THAT ~~PEOPLE UNDERSTAND THAT~~ IT HELPS THEM TO LOOSE WEIGHT & LIVE A BETTER LIFE. NOW-A-DAYS PEOPLE ARE EATING TOO MUCH FAT & PROCESSED FOOD THAT GIVES THEM ~~MAKES~~ AN UNHEALTHY DIET AND CAN LEAD TO THINGS LIKE DIABETES, FAT COVERING THEIR HEART (CAN CAUSE HEART ATTACK) OBESITY OR ~~1~~ DEATH. IF PEOPLE WERE GIVEN MORE OF A CHANCE TO PLAY MORE SPORT THEN THERE WOULD BE A LOWER-COUNT OF DEATHS IN & AROUND THE WORLD, CAUSED BY UNHEALTHY DIETS.

SPORT DOESN'T ONLY HELP WITH WEIGHT IT ALSO GETS YOUR BODY THINKING & WORKING BETTER. WHEN YOU RUN AROUND ~~WHEN~~ & PLAYING A FAST PAGED GAME OF BASKET-BALL OR HOCKEY YOU AREN'T JUST BURNING CALORIES YOU ARE LETTING OXYGEN ENTER INTO YOUR BRAIN, WHICH HELPS IT TO WORK BETTER. IF YOU WERE TO GO FOR A RUN AT 7:00AM AND THEN GO TO SCHOOL YOU WILL BE MORE FOCUSED, REFRESHED AND ABLE TO MAKE IT ~~THROUGH~~ THROUGH THE DAY EASIER.

WHILE MUSIC HELPS YOUR MIND IT DOESN'T HELP YOU BE ABLE TO DO A PUSH-UP WHEN YOUR SO. YES MUSIC CAN CALM YOU DOWN OR LISTENING TO MOZART WHILE STUDYING ~~CAN~~ MAY BE ABLE TO LET YOUR MIND TAKE IN MORE, BUT IT CAN'T SAVE YOUR LIFE, MUSIC CANT GIVE YOU THE GLORY OF STANDING ON TV HOLDING THE ~~WHL~~ RUGBY WORLD CUP. W WITHOUT SPORT WE WOULD BE A WORLD OF FAT KIDS THAT LOVE CHOCOLATE-CAKE.

SPORT IS A FUN AND EASY WAY TO STAY HEALTHY. MUSIC HAS BENEFITS BUT SPORT HAS MORE. SO WHY NOT TRY SPORT, LIVE A LONGER HAPPIER ~~SPORT~~ LIFE.

EO1104

Prompt 11: Music is more important than sport

Exemplar 4: I personally believe

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS EO1104
Ideas	R1–R6	R5	Ideas are complex and show evidence of generalisation to a wider world (e.g., problems of obesity). Some ideas are not developed or are not explained sufficiently (e.g., the relationship between sport and diet).
Structure and language	R1–R6	R6	Text contains an introduction, body and conclusion and these are developed and appropriate for purpose. Language features are also appropriate. Text maintains a mostly mature and academic/scientific tone, with minor lapses.
Organisation	R1–R7	R7	Paragraphs are controlled and developed. Topic sentences link ideas and relate back to the position statement in the introductory paragraph (i.e., sport helps promote health and wellbeing).
Vocabulary	R1–R6	R5	Text includes language specific to the topic, with a sense of precision ( <i>obesity, diabetes</i> ). Use of everyday/informal language causes some jarring ( <i>fat kids</i> ).
Sentence structure	R1–R6	R6	Sentences are correct and are used to convey precise meanings, with impact and effect that engages the reader ( <i>Music has benefits but sport has more</i> ). Error in use of relative pronoun in one sentence ( <i>There are many people in the world that [who] play music</i> ).
Punctuation	R1–R7	R5	Sentences are punctuated correctly and there is some correct use of other punctuation (contractions and commas for lists and phrasing). Some punctuation is missing. Use of block letters throughout text is distracting and makes it difficult to determine if capital letters are used correctly.
Spelling	R1–R6	R5	Some difficulty with commonly misspelt words ( <i>there/their, to/too, loose/lose</i> ) but most high-frequency words are correct. Many difficult words are attempted ( <i>fulfilled, oxygen, diabetes</i> ) and the majority are correct.



Prompt 13: The referee is always right

Exemplar 2: Margin for error

I disagree becues there  
will always be margin for  
era. But a referee mast  
call what he/she sees  
becues a deisin has to  
be made. side ling refe  
and video. refes make  
the margin of era smaller  
and smoller. but it will  
never go away.

new temolge can make  
beter or wors. their  
will always be a bilist  
refee.

summary, evin with beter  
and beter temolge their  
is still a charchs that  
a referee will make a  
roing call.

EO1302

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1302
Ideas	R1–R6	R4	Text has one basic idea (margin of error), which is elaborated through explanation. A clear opinion (main idea) is stated and maintained through the text.	
Structure and language	R1–R6	R3	No introduction to the topic but a clear attempt at a conclusion/summary. Uses timeless present tense: <i>their will always be a bilist</i> [biased] <i>refee</i> . Text connectives ( <i>evin with ...</i> ) and conjunctions ( <i>because, but</i> ) help to structure the argument. Uses modal verbs ( <i>must, will never go away, will always be</i> ).	
Organisation	R1–R7	R3	Text is coherent. 'Paragraphs' are indicated but their use appears random. Text does not display sufficient control over grouping and sequencing of ideas for a category R4.	
Vocabulary	R1–R6	R4	Some precise, technical and subject-specific words and phrases ( <i>margin for era</i> [error], <i>new temolge</i> [technology], <i>bilist</i> [biased]). Vocabulary goes beyond simple and everyday words.	
Sentence structure	R1–R6	R3	Correct simple and complex sentences show variety. Errors include missing words ( <i>new temolge can make</i> [it/making a decision] <i>beter or wors</i> ).	
Punctuation	R1–R7	R3	Some correct use of sentence punctuation. Other sentences lack capitals to begin. Also uses a forward slash <i>he/she</i> (although this would be better as 'he or she'), and experiments with a comma as a way of introducing explanatory statements ( <i>summary,</i> ).	
Spelling	R1–R6	R3	A range of high-frequency words is spelt correctly. More difficult words are attempted, using knowledge of phoneme–grapheme relationships ( <i>deisin</i> [decision], <i>bilist</i> [biased]).	

Prompt 5: Whānau and family time

Exemplar 1: Mi kat



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00501
Ideas	R1–R6	R1	One simple idea can be inferred from the text (I took my cat for a walk).	
Structure and language	R1–R6	R1	No structural or language features appropriate to the purpose.	
Organisation	R1–R7	R1	A very short text that lacks coherence.	
Vocabulary	R1–R6	R1	A small number of personal words: it, a, my, cat.	
Sentence structure	R1–R6	R1	Text consists of fragments.	
Punctuation	R1–R7	R1	No punctuation.	
Spelling	R1–R6	R1	Two words spelt correctly ( <i>it</i> and <i>a</i> ). Needs a few more correct spellings for a category R2.	

Prompt 19: The day things started disappearing

Exemplar 1: My iPod

On Tuesday the 6<sup>th</sup> of August 2010 at 3:30pm my iPod disappeared. When I was looking for it in my room. I think my iPod got missing because I miss it or I put it some where and I can't remember where I put it. Later that day at 5:25pm my \$100 dollar <sup>notes</sup> ~~that~~ disappeared. While I was going to buy my self another iPod I think that the reason it got missing because there might be a beggar in my house or my room hiding so he can steal more things. I think the beggar wants to kill me. I felt that I can solve this problem. So I went up stairs with a stick that I took from outside. I looked every where in my room but not under my bed. I looked under my bed and there he was looking at me. I screamed he came out from under my bed he was holding a bag full of my stuff. I ran out of my room and looked him

in my room. I ran down stairs and called the police and I said there is a beggar in my house they came as soon as possible they said to me where is he. I said in my room we went up stairs in my room I unlocked the door and he was gone the window was open and he left his bag in the room and the bag that had all my stuff in it. Like the bag had his iPod and his iPod and ever since he was wanted. And no has ever found him.

EO1901

Prompt 19: The day things started disappearing

Exemplar 1: My iPod

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS EO1901
Ideas	R1–R6	R3	There is a main storyline with some development. The ideas do not have the complexity required to move to category R4.
Structure and language	R1–R6	R3	Opening sentences give a clear orientation – when, what and where. Language features are mostly appropriate: use of dialogue, past tense (though not maintained through text), nouns related to the event ( <i>beglar</i> [burglar], <i>Police</i> , <i>bag</i> ); linking words to show sequence of events ( <i>Later that day</i> ).
Organisation	R1–R7	R3	Ideas are sequenced to show the order of events, but paragraphs are not used. Tense across the text is inconsistent, moving randomly between past and present. This interrupts the flow.
Vocabulary	R1–R6	R3	Uses a range of everyday words and phrases, with a small number of precise words and phrases to add interest and detail: <i>'at 5:25 pm my \$100 dooler notes disappeared'</i> .
Sentence structure	R1–R6	R3	Errors in verb tense and word form cause problems with some sentences in the first part of the text (e.g., the sentence beginning <i>'Whill I was going to buy ...'</i> . The second half of the text contains many short, correct sentences with some variation in length ( <i>I skremnd</i> ) and type (e.g., use of direct speech).
Punctuation	R1–R7	R3	Some sentences in the first part of the text are correctly punctuated with capital letters and full stops. Sentence punctuation is missing in the second part of the text. No other punctuation attempted. Some random use of capital letters throughout the text.
Spelling	R1–R6	R3	A range of high-frequency words is correct. Attempts at other words demonstrate use of phoneme–grapheme relationships ( <i>miss plast</i> [misplaced], <i>skremnd</i> [screamed], <i>posabol</i> [possible]).

### plastic bags

Pollution is a growing problem in our world today. Fossil fuels and rubbish are destroying our air and killing our wildlife. Plastic bags are one of the many causes of pollution on our planet. Plastic bags are used throughout the world in almost every shop, and they take years to break down and decompose into the earth. ~~so~~ During the time ~~a~~ a plastic bag spends on earth it can cause many problems. These problems such as clogging of drains, killing of wildlife and large amounts of land used to hold the waste plastic until it decomposes. People are now becoming more aware of the ~~high~~ large amounts of plastic bags ~~being~~ that are covering our earth. ~~is~~ To help prevent ~~the~~ further pollution ~~the~~ people now recycle their ~~waste plastic~~ unneeded plastic bags so they may be used again ~~to~~ which decreases the amount of plastic bags that ~~have been~~ are being ~~produced~~. This can be affective to some extent ~~so~~ not everybody in the world feels the same way about the

thought of pollution so not everybody feels the need to recycle. ~~Recycling also~~  
~~#~~ Because recycling ~~uses less~~ ~~more~~ uses the same plastic over again this gives the people who work to make the plastic <sup>more</sup> less work so they get less money and find it hard to support themselves or their families. I feel a better solution would be to stop making plastic bags and put the people who work ~~to~~ to make plastic in a job making paper bags. :)

EO0803

Prompt 8: Caring for planet Earth

Exemplar 3: Plastic bags

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS EO0803
Ideas	R1–R6	R6	Ideas are complex and explore issues outside the writer’s immediate world (the relationship between environmental, economic and social systems). There is evidence of reflection ( <i>I feel a better solution ...</i> ). Elaboration is provided through examples and evidence to support points. Main idea is focused.
Structure and language	R1–R6	R5	Effective introduction, which defines key terms. Conclusion is under-developed. Text meets the purpose of the prompt. Language features are appropriate: present tense, some use of passive voice ( <i>plastic bags are used</i> ), and conjunctions to express logical relationships ( <i>so, because</i> ). A reasoned tone is maintained. However, use of a smiley face symbol to end the text is inappropriate.
Organisation	R1–R7	R4	Ideas are grouped and use of linking words across text allows text to flow logically. No attempt to use paragraphs; however, the reader has a sense of where these begin and end.
Vocabulary	R1–R6	R5	Uses subject-specific words and some academic words ( <i>decreases, produced</i> ) appropriately to achieve the prompt purpose. Some words are used incorrectly ( <i>unneeded; over again</i> ).
Sentence structure	R1–R6	R5	Sentences are mostly controlled and show variation in structure. One sentence is incomplete (missing verb in sentence beginning <i>These problems such as ...</i> ).
Punctuation	R1–R7	R4	Sentence punctuation is mostly correct. Correct use of a comma in a list. Does not have the experimentation with complex punctuation that is required for category R5.
Spelling	R1–R6	R6	No errors. Spells a range of difficult words correctly ( <i>pollution, effective, decompose</i> ).

## Rainbow's end

I got out of the car.  
Wow, I can already see  
the fear fall. The sound  
of the rollercoasters moving  
was awesome. I knew I was  
going to have a great day  
with my family. We walked  
around. I could hear people  
screaming. The first ride  
we went on was the  
mine ride. It was fun  
and scary. I was going  
to go on the log ride  
but it was not on so I  
went on the rollercoaster.  
It went higher and higher  
and then shot down where  
the loop was and then to  
the corkscrew. I felt dizzy.

There was a ride called the  
invaders right next to the  
rollercoaster. So I decided to  
go on it. Round and round  
and up and down it went.  
When I got off I really wanted  
to go on another ride.  
So ~~the~~ we went on the  
motion master which is a  
4D dinosaur movie. Then  
Thomas and Dad went on  
the fear fall which is 18  
stories high. UP UP UP click  
Ahhhhhhhh is all you could  
hear. We had lunch. MMM  
sandwiches and chips.  
We went on the power  
surge. It went round and  
round and upside down.  
The last ride we went  
on was the rollercoaster.  
Then we had to leave.  
The End.

E00506



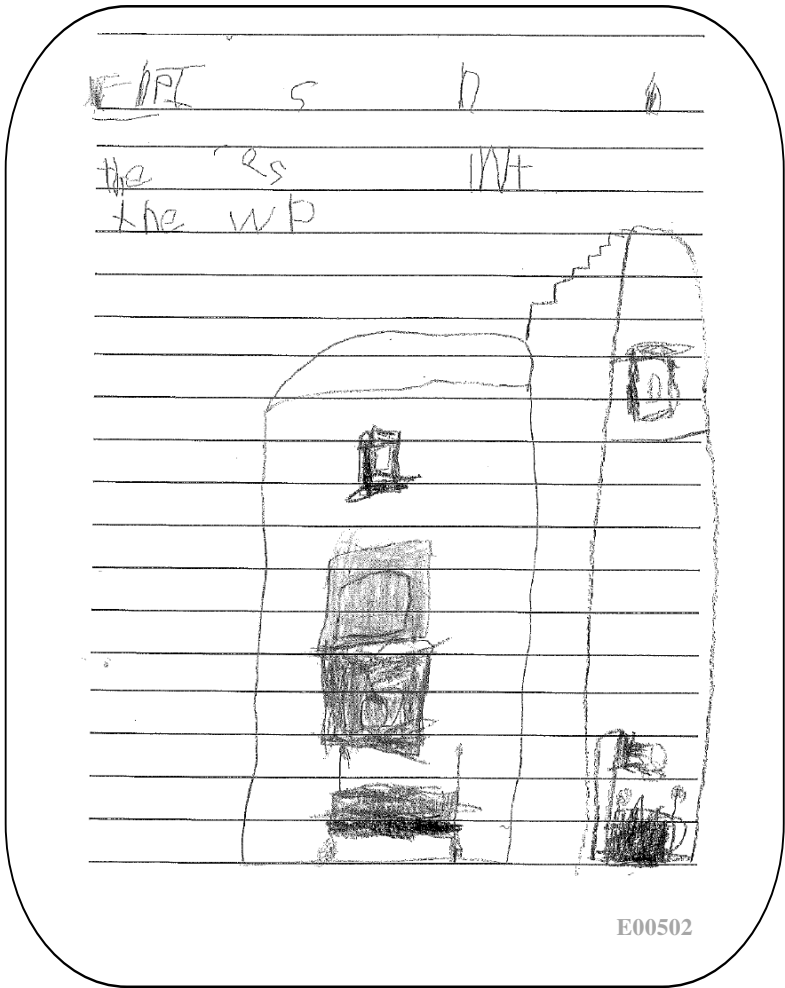
Prompt 5: Whānau and family time

Exemplar 6: Rainbow's end

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS E00506
<b>Ideas</b>	R1–R6	R4	Text has many ideas, some of which are elaborated. Generalised impression of excitement and some reflection on feelings.
<b>Structure and language</b>	R1–R6	R4	The opening sentences, while interesting, do not provide a clear orientation to the topic (e.g., where the event is taking place). The body of the text is developed, with a sequence of events and some personal comment (e.g., <i>I knew I was going to have a great day</i> ). Language features are appropriate to purpose: use of past tense and connectives denoting time ( <i>first, last, then</i> ).
<b>Organisation</b>	R1–R7	R4	Text shows control over grouping and sequencing of ideas. The reader can infer where paragraph breaks would be, even though paragraphs are not used.
<b>Vocabulary</b>	R1–R6	R4	Word choice adds information and detail (e.g., the names of rides). Movement and sound are evoked through figurative language ( <i>shot down</i> ) and other simple words are used in a precise way ( <i>round and round and up and down; up up up click</i> ).
<b>Sentence structure</b>	R1–R6	R4	Sentences are correct. The majority are simple and compound, with some variety and extension ( <i>I knew I was ... I was going to ride on the log ride but it was not on ...</i> ).
<b>Punctuation</b>	R1–R7	R4	Correct sentence punctuation with two instances of other punctuation (comma after <i>WOW</i> and before <i>MMM</i> ). Random capitals throughout.
<b>Spelling</b>	R1–R6	R5	Spells common words and some difficult words correctly ( <i>awesome, decided, motion, power surge</i> ). Errors include <i>of</i> [off], <i>allready</i> , <i>witch</i> [which], <i>storys</i> , <i>rollacosters</i> , <i>sandwichies</i> . Length of text gets this over the line into category R5.

Prompt 5: Whānau and family time

Exemplar 2: S n



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00502
Ideas	R1–R6	R1	Ideas cannot be inferred from text.	
Structure and language	R1–R6	R1	No structural or language features appropriate to purpose.	
Organisation	R1–R7	R1	Very short script that has no coherence.	
Vocabulary	R1–R6	R1	Two personal words: <i>I</i> (although difficult to distinguish whether it is intended as a separate word) and <i>the</i> .	
Sentence structure	R1–R6	R1	Text consists of fragments.	
Punctuation	R1–R7	R1	No use of punctuation.	
Spelling	R1–R6	R1	Letter names are used to represent meaning. Spells two words from personal vocabulary correctly ( <i>I</i> , <i>the</i> ).	

Prompt 7: What I did well

Exemplar 2: Stifcit

I got a Stifcit at School.  
Then we saw a sign that  
We Went to class Proud  
and I felt Proud of my saoulf.  
We: When we went to  
class I put it in my Book  
Bag. Then Mis Lafa took  
us. After ~~school~~ I went home  
and shed my Mam and  
Pap. ~~At~~ They were  
so ~~are~~ Proud.

E00702

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS
Ideas	R1–R6	R3	Ideas are simple and unelaborated. An emerging main idea – proud of receiving a certificate.
Structure and language	R1–R6	R3	Recounts an event – the day a certificate was received – with some personal comment. Opening sentence provides a basic orientation to the topic. Language features are appropriate: mostly consistent use of past tense (one minor error ‘tech’ [teach]), connectives to show sequence of events ( <i>then, when, after</i> ), first person pronouns.
Organisation	R1–R7	R3	Text is sequenced to show order of events. Pronoun <i>it</i> is a little distant from the noun it refers to ( <i>stifcit</i> ).
Vocabulary	R1–R6	R2	Uses a range of simple, everyday words.
Sentence structure	R1–R6	R2	Correct simple, compound and basic complex sentences (e.g., basic complex sentence <i>When we went to class I put it in my book bag</i> ). Sentences are short with minimal extension.
Punctuation	R1–R7	R3	Some sentences are punctuated correctly (particularly towards end of text). No other punctuation is attempted.
Spelling	R1–R6	R2	Spells a small range of personal and high-frequency words correctly ( <i>class, proud, when, book, after, home, they, were</i> ). Attempts at some other words use phoneme–grapheme relationships – all sounds are present ( <i>my saoulf, tech</i> ).

E00702

Prompt 1: Dogs at the beach

Exemplar 2: The adventures dog

the adventures dog  
I have a dog named  
Scrappy 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 Scrappy out to  
save him. so Scrappy saved  
him so we returned 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</i> , <i>Jam</i> ).	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly ( <i>beach</i> , <i>love</i> , <i>out</i> , <i>fire</i> , <i>drinking</i> , <i>eating</i> , <i>some</i> ). Some harder high-frequency words are also correct ( <i>chocolate</i> , <i>scones</i> ). Two errors with longer words ( <i>adventurous</i> , <i>returend</i> ). Text does not contain the difficult words required for category R5.	

Prompt 8: Caring for planet Earth

Exemplar 1: The Erfeh

the Erfeh 12. a Frahiel  
Planet that's why we  
need to take care of it an  
fornehle the pepel ho  
make the plishan Wre  
but then pepel ho make it  
better and they do stuff  
like Reyslekling, Rezing  
it for felng around the house  
Zah az Ben Lienrs. home  
made Kieze and qahing Broken  
window then badfeaz. like  
Brning it and letting it  
FLIE away and then there's  
the Government doing well  
12. Gaine. Gooke

Transcript/possible interpretation:

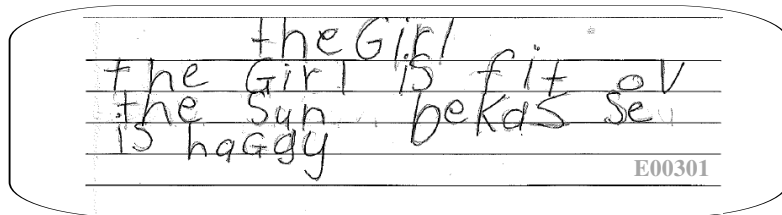
The Earth is a fragile planet that's why we need to take care of it unfortunately there are people who make the [pollution] worse but there is people who make it better and they do stuff like recycling plastic using it for things around the house such as bin liners home made [kites] and [.....] broken window then bad things like burning it and letting it fly away and then there's the Government doing [.....] is going good

EO0801

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO0801
Ideas	R1–R6	R3	Ideas are related to the topic, with some simple elaboration (e.g., ways of using recycled plastic around the house). Introduces but does not develop the idea of 'government'.	
Structure and language	R1–R6	R3	Simple but effective introduction. Body has some supporting examples. Uses simple present tense throughout, with some action verbs ( <i>taek ker</i> [take care], <i>Brning</i> [burning]) and appropriate linking words ( <i>thats wy</i> [that's why], <i>an fornehle</i> [unfortunately]). The tone is mostly appropriate, with minor lapses (e.g., use of the informal expression <i>do saFF</i> [do stuff]).	
Organisation	R1–R7	R2	Some attempt to group ideas (e.g., good things/bad things). Text has some coherence.	
Vocabulary	R1–R6	R3	A small number of precise words are used ( <i>Reyslekling</i> [recycling], <i>Ben lienrs</i> [bin liners], <i>flie awaey</i> [fly away]), along with everyday words. Uses an adjective ( <i>frahiel</i> [fragile]) to add detail.	
Sentence structure	R1–R6	R3	Low R3. Correct sentences in the first part of the writing show some variety. Sentences begin to run on towards the end of the text; other sentences contain errors such as subject–verb agreement ( <i>ther is pepel</i> [there is people]).	
Punctuation	R1–R7	R1	Punctuation is not used. Apparent full stops are actually dots for the letter 'i' on the line below.	
Spelling	R1–R6	R2	A small number of high-frequency words are spelt correctly ( <i>the</i> , <i>is</i> , <i>but</i> , <i>then</i> , <i>and</i> , <i>like</i> ). Other words are attempted using phoneme–grapheme relationships ( <i>erfeh</i> , <i>reyslekling</i> , <i>pepel</i> ). Some words have all the correct letters, but in the wrong order ( <i>hosue</i> , <i>taek</i> ).	

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 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 flies and some other  
 insects and they use there tounge's  
 because there tounge's are very  
 long and sticky.  
 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 sticky</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>sticky</i> ) and common misspelling ( <i>there</i> for 'their'). Attempts difficult word ( <i>tounge</i> ). Other errors include <i>tadpol, in stead, be come, olso, fly's</i> .	



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
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 'free, away from their owners', 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> ).

Prompt 13: The referee is always right

Exemplar 1: Yea I'm agree

yea I'm agree well a person with a referee has most ~~the~~ important things to do because they has to be more like a ~~that~~ alert person and they need to know how it works, how they ~~has~~ should do ~~the~~ right things and be more positive

EO1301

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS
Ideas	R1–R6	R3	Although there is some generalisation to the wider world ( <i>a referee has most important things to do...</i> ), the text consists of brief points written in list form. The main idea is related to the topic and has some elaboration.
Structure and language	R1–R6	R2	Some points of explanation provided in support of opinion. Uses present tense and tone is mostly appropriate (rational/logical), with a minor slip in formality at the beginning ( <i>yea, I'm agree</i> ).
Organisation	R1–R7	R3	Text is very short but has coherence. Ideas are logically grouped (i.e., important attributes of a referee).
Vocabulary	R1–R6	R3	Uses a small number of precise, descriptive words, including adjectives ( <i>important, alert, prosive</i> [positive]), among mostly everyday words.
Sentence structure	R1–R6	R1	With the possible exception of a short initial sentence, the text consists of one run-on sentence with errors (subject–verb agreement, missing or incorrect words, noun–pronoun agreement).
Punctuation	R1–R7	R2	Possibly one full stop after ' <i>agree</i> ' and another at end of text (writing makes it hard to distinguish). No other sentence punctuation. Other punctuation includes correct use of contraction, comma and colon. Text is a mixture of upper and lower case letters. On balance, category R2 (text has features of category 1 and category R3).
Spelling	R1–R6	R4	Low R4. Spells a range of high-frequency words correctly (e.g., <i>person, works, right, things, important</i> ). One difficult word spelt correctly ( <i>alert</i> ), and one error in a difficult word ( <i>prosize</i> [positive]).

Prompt 16: A community facility

Exemplar 3: Youth gym

### Community Facility - Youth Gym

I think that Whangarei needs a gym made just for youth. It should be located somewhere central e.g. Bank Street. It is needed because people under the age of 16 are not allowed to go and work out at the Whangarei Gym. The council should pay for this and all proceeds from the memberships of the gym should go towards helping the council fund other projects. The benefits of this is that the council will have more money (eventually), there will be less teens hanging around and possibly vandalising property and it gives our youth a chance to stay fit and healthy.

The council will be able to gain a lot of money through this gym because by the time all of the equipment is paid off then all the money that they earn goes straight to them to put towards other projects that may need help funding, such as more motor-ways to help traffic flow faster after work hours. In this way I think it will be much better for the council to take money from the gym rather than tax payers.

There will be a lot less teenaged people just hanging around town or in the streets. Instead of just hanging around or vandalising property they could be at the gym. Which I think will benefit a lot of people, not only the proper property.

It also gives teens somewhere to go to stay fit, build muscle or just something to do with friends. Instead of being fat lazy youth hanging around they could go to the gym to lose weight.

In conclusion I think that building a new gym specifically for youths is a great idea, not only does it benefit them but it also benefits a wide range of people within the community and can help the council to fund new stuff. And who doesn't like that. :)

### Transcript:

I think that Whangarei needs a gym made just for youth. It should be located somewhere central e.g. Bank Street. It is needed because people under the age of 16 are not allowed to go and work out at the Whangarei Gym. The council should pay for this and all the proceeds from the memberships at the gym should go towards helping the council fund other projects. The benefits of this is that the council will have more money (eventually), there will be less teens hanging around and possibly vandalising property and it gives our youth a chance to stay fit and healthy.

The council will be able to gain a lot of money through this gym because by the time all of the equipment is paid off then all the money that they earn goes straight to them to put towards other projects that may need help funding, such as more motor-ways to help traffic flow faster after work hours. In this way I think it will be much better for the council to take money from the gym rather than tax payers.

There will be a lot less teenaged people just hanging around town or in the streets. Instead of just hanging around or vandalising property they could be at the gym. Which, I think will benefit a lot of people, not only the people's property. It also gives teens somewhere to go to stay fit, build muscle or just something to do with friends. Instead of having fat lazy youth hanging around they could go to the gym to lose weight.

In conclusion I think that building a new gym specifically for youths is a great idea, not only does it benefit them but it also benefits a wide range of people within the community and can help the council to fund new stuff. And who doesn't like that.

EO1603

Prompt 16: A community facility

Exemplar 3: Youth gym

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS E01603
Ideas	R1–R6	R6	The main idea is focused and elaborated. Complex issues are raised (vandalism, community values).
Structure and language	R1–R6	R5	Opening paragraph introduces the topic and the main supporting points. These are developed through the text, and summarised in the conclusion. Elements of persuasion are used to meet the overall purpose of explanation. The tone is mostly reasoned (use of the smiley face symbol at the end of the text is inappropriate).
Organisation	R1–R7	R6	Paragraphs support the development of the text. Each paragraph introduces one of the main supporting ideas (making money for the community, fewer teens on the street, health benefits) and develops it with supporting detail. Linking words clarify the relationship between ideas and between paragraphs (e.g., <i>In conclusion</i> ).
Vocabulary	R1–R6	R5	Uses a variety of precise, academic words ( <i>located, proceeds, benefits, specifcily</i> ). Use of everyday words causes some jarring ( <i>fat lazy youth</i> ).
Sentence structure	R1–R6	R5	Sentences show variety and most are controlled, with use of some sophisticated structures (e.g., <i>not only ... but also</i> ). Some use of sentences for effect (e.g., <i>And who doesn't like that</i> ). Minor error in subject–verb agreement ( <i>benefits/is</i> ) and tense ( <i>all they money that they earn goes</i> ).
Punctuation	R1–R7	R6	Sentence punctuation is mostly correct in a longer text. Errors include an incomplete sentence ( <i>Which I think ...</i> ) and a comma used to join two sentences ( <i>great idea, not only</i> ). Other correct punctuation includes parentheses, commas for lists and phrases, a contraction ( <i>doesn't</i> ) and capital letters for proper nouns.
Spelling	R1–R6	R5	Spells high-frequency words correctly. Correct difficult words include <i>eventually, equipment, vandalising, muscle</i> . Incorrect words are <i>payed, trafic, specifcily</i> .