

Appendix A

Sample NAEP Questions

1998 Grade 4

Narrative Writing

One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle! The castle door creaks open. The child goes in. Write a story about who the child meets and what happens inside the castle.

2002 Grade 4

Informative Writing

Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.

Persuasive Writing

Imagine this situation:

Your favorite book is missing from your school library. It might be a book that you like to read over and over again. Or it might be a book that your teacher or parent has read to you. Some of your friends also like to read this book. The school librarian is not sure she wants to buy the book again.

Write a letter to convince your school librarian to buy the book again. In your letter, give lots of reasons why the book should be in your school library.

2011 Grade 8

To Convey Experience:

Click the play button to listen to the audio. As you listen, read the journal entry below about people exploring an island far away. Then do the task.

Students listen to a short audio clip of waves crashing on the shore and birds singing.

When we first arrived on the island, we saw mountains and fields with lots of colorful flowers and large, strange-looking trees. There were no people. No humans had ever been here before. The first animal we saw was so tall that it had to bend down to eat the leaves off the treetops . . .

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Imagine that you are one of the people exploring this remote island. Write a story that begins where the journal entry ends.

To Explain

A magazine for young people is asking its readers to submit articles about changes in people's lives.

Write an article to send to the magazine. In your article, write about a time when the way you thought or felt about something changed. For example, maybe you began to like someone you at first disliked, or maybe you lost interest in an activity you used to find interesting. In your article, explain what the change was and why it happened.

To Persuade

Some of your friends perform community service. For example, some tutor elementary school children and others clean up litter. They think helping the community is very important. But other friends of yours think community service takes too much time away from what they need or want to do. Your principal is deciding whether to require all students to perform community service.

Write a letter to your principal in which you take a position on whether students should be required to perform community service. Support your position with examples.

2011 Grade 12

To Convey Experience

Write a story about a time, real or imagined, when you or someone you know had to make a difficult choice. Include details that will help readers understand the experience.

To Explain

Click the play button to watch a presentation about young people's use of technology. Then do the task below.

Students watch a short video that shows what percentage of young people use various information and communication technology in their daily lives. The percentages are video games: 99 percent; blog or journal: 39 percent; social websites: 55 percent; video/music downloads: 27 percent, and text messaging 75percent.

Write an essay for a college admissions committee about one kind of information or communications technology you use. Describe what it is and explain why the technology is important to you. Develop your essay with details so the admissions committee can understand the value of this technology. You may use information from the presentation in your essay.

To Persuade

The following article recently appeared in your local newspaper:



BIG DISCOUNT

Local council members are considering allowing a store, Big Discount, to move into the community. This large discount retail chain would build a massive new structure in your area. The store would hire hundreds of local workers and provide lower prices than most of the locally owned stores in town.

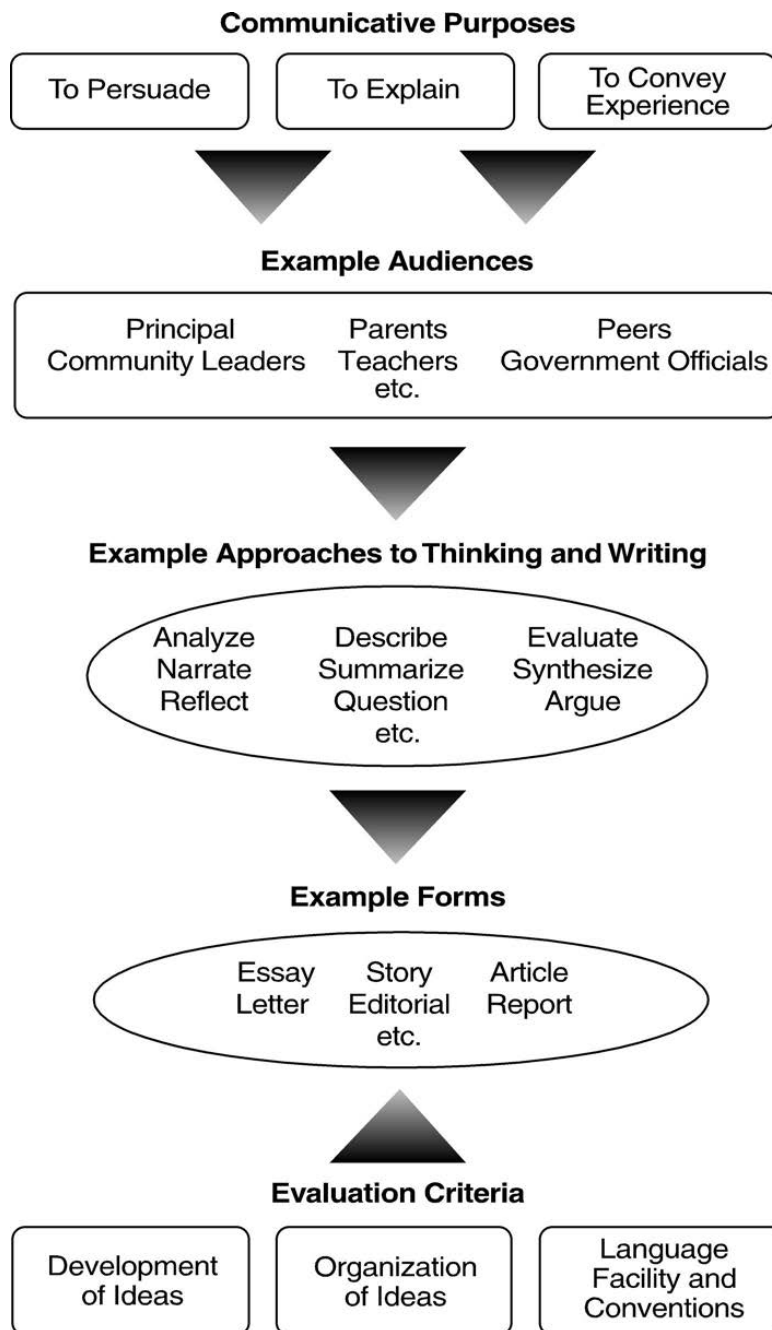
Residents cannot agree on whether the store should be permitted. "It will bring jobs to this area, and people will not have to go far to do their shopping," says one resident. Another resident disagrees. "It will put local stores out of business," he argues.

Write a letter to the local council members arguing for or against the building of Big Discount in your area. Support your argument and defend it against the arguments the opposing side might take.

Source: <https://nces.ed.gov/NationsReportCard/nqt/Search>

Appendix B

Content Components for the NAEP Writing Assessment



Source: National Assessment Governing Board, 2010, p. 20

Grade 3 Narrative Performance Task Full Writes

The following third grade narrative rubrics and baseline set are used to anchor the scoring of student responses to narrative tasks at grade 3. Each student response is scored for three traits: organization/purpose (4 points possible), development/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 3 Narrative Description
Organization/Purpose	4	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose
	3	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose
	2	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak
	1	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory
	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

	Score	Development/Elaboration Grade 3 Narrative Description
Development/Elaboration	4	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration
	3	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident
	2	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style
	1	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style
	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

	Score	Conventions Grade 3 Narrative Description
Conventions	2	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	1	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	0	The response demonstrates little or no command of conventions: <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	NS	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

Grade 6 Explanatory Performance Task Full Writes

The following sixth grade explanatory rubrics and baseline anchor set are used to anchor the scoring of student responses written to explanatory tasks at grade 6. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 6 Explanatory Description
Organization/Purpose	4	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety
	3	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas
	2	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas
	1	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression
	NS	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English

		<ul style="list-style-type: none"> • Off-topic • Off-purpose
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	Score	Evidence/Elaboration Grade 6 Explanatory Description
Evidence/Elaboration	4	<p>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content
	3	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident
	2	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style
	1	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style
	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

	Score	Conventions Grade 6 Explanatory Description
Conventions	2	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	1	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	0	The response demonstrates little or no command of conventions: <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	NS	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

Grade 11 Argumentative Performance Task Full Writes

The following eleventh-grade argumentative rubrics and baseline set are used to anchor the scoring of student responses written to argumentative tasks at grade 11. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 11 ArgumentativeDescription
Organization/Purpose	4	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety alternate and opposing argument(s) are clearly acknowledged or addressed*
	3	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas alternate and opposing argument(s) are adequately acknowledged or addressed*
	2	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas alternate and opposing argument(s) may be confusing or not acknowledged *
	1	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression alternate and opposing argument(s) may not be acknowledged *

	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose
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*Acknowledging and/or addressing the opposing point of view begins at grade 7.

	Score	Evidence/Elaboration Grade 11 Argumentative Description
Evidence/Elaboration	4	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content
	3	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident
	2	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style
	1	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style

	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose
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*Elaborative techniques may include the use of personal experiences that support the argument(s).

	Score	Conventions Grade 11 Argumentative Description
Conventions	2	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	1	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	0	The response demonstrates little or no command of conventions: <ul style="list-style-type: none"> • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
	NS	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

APPENDIX A: Convention Charts

CONVENTIONS

Grade K-1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	Capitalize <ul style="list-style-type: none"> first word in sentence the pronoun I names of people days of the week months of the year 	<ul style="list-style-type: none"> Use end punctuation for sentences. Use commas - <ul style="list-style-type: none"> in dates to separate single words in a series. 	Nouns: <ul style="list-style-type: none"> Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Verbs: <ul style="list-style-type: none"> Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Pronouns: <ul style="list-style-type: none"> Correctly use common personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Determiners: <ul style="list-style-type: none"> Correctly use determiners (e.g., articles, demonstratives). Conjunctions: <ul style="list-style-type: none"> Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because) 	NA

Grade 2

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. 	Capitalize <ul style="list-style-type: none"> holidays product names geographic names greetings and closings 	Use commas <ul style="list-style-type: none"> in greetings and closings of letters. Use an apostrophe <ul style="list-style-type: none"> to form contractions in [frequently occurring] possessives. 	Nouns: <ul style="list-style-type: none"> Correctly use collective nouns (e.g., group). Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Verbs: <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Pronouns: <ul style="list-style-type: none"> Correctly use reflexive pronouns (e.g., myself, ourselves). 	NA

Smarter Balanced – Conventions Chart – April, 2014

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Conventions

Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<p>Correctly spell -</p> <ul style="list-style-type: none"> • plurals (e.g., cat to cats, glass to glasses, carry to carries). • words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations) 	<p>Capitalize -</p> <ul style="list-style-type: none"> • person's title (e.g., President Smith vs. the president) • titles of books 	<p>Commas:</p> <ul style="list-style-type: none"> • in complete address (e.g., 12345 67th Ave., Spokane, WA). • Use commas and quotation marks in dialogue <p>Apostrophe:</p> <ul style="list-style-type: none"> • in possessive nouns (e.g., the dog's house, the dogs' houses). 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular plural nouns. • Correctly use abstract nouns (e.g., childhood) <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular verbs • Correctly use simple verb tenses (e.g., I walked; I walk; I will walk) <p>Adjectives/Adverbs:</p> <ul style="list-style-type: none"> • Correctly use comparative and superlative adjectives and adverbs <p>Agreement:</p> <ul style="list-style-type: none"> • Correctly use pronouns that match a [close] antecedent* (<i>The boy walked his dog</i>) • Correctly use subject verb agreement* (<i>He has...; They have....</i>) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because) 	<ul style="list-style-type: none"> • Avoid "fused" (e.g., run together, comma splices) sentences (e.g., They went to the store they bought groceries.)*

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Grade 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> Correctly spell words at grade level and below 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades. 	Commas: <ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from the text. Use a comma before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence 	Pronouns: <ul style="list-style-type: none"> Correctly use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Verbs: <ul style="list-style-type: none"> Correctly use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. Correctly use modal auxiliaries (<i>can, may, must</i>) to convey various conditions. Adjectives: <ul style="list-style-type: none"> Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>). Agreement: <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>) Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>) Frequently Confused Words: <ul style="list-style-type: none"> Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>) 	<ul style="list-style-type: none"> Avoid "fused" (<i>e.g., run together, comma splices</i>) sentences* Avoids sentence fragments* (<i>e.g., Going into town</i>). May use purposeful fragments such as "Not us." or in dialogue.

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

CONVENTIONS

Grade 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> Correctly spell words at grade level and below 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades. 	<p>Commas:</p> <ul style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). 	<p>Verbs:</p> <ul style="list-style-type: none"> Correctly uses the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>) Uses verb tense to convey various times, sequences, states, and conditions. Avoids inappropriate shifts in verb tense.* <p>Conjunctions:</p> <p>Use correlative conjunction (e.g., <i>either/or, neither/nor</i>)</p> <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>) Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly 	<ul style="list-style-type: none"> Avoid "fused" sentences* (e.g., run together, comma splices) Avoids sentence fragments* (e.g., <i>Going into town</i>). May use purposeful fragments such as "Not us." or in dialogue.

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Grade 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades. 	Comma, parenthesis or dash <ul style="list-style-type: none"> to set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)* 	Pronouns: <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) Correctly uses intensive pronouns (e.g., myself, ourselves) Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* Verbs: <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense.* Agreement: <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) Frequently Confused Words: <ul style="list-style-type: none"> Uses frequently confused words* correctly 	<ul style="list-style-type: none"> Avoids "fused" sentences* Avoids sentence fragments* May use purposeful fragments.

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades 	<p>Comma:</p> <ul style="list-style-type: none"> Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old, green shirt.</i>) <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Avoids misplaced or dangling modifiers <p>Pronouns</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags</i>) Subjects and verbs agree (<i><u>People</u> who forget the words just <u>hum</u> the tune</i>) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly 	<ul style="list-style-type: none"> Avoids "fused" sentences* Avoids sentence fragments* May use purposeful fragments.

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Grade 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades 	<p>Comma, Ellipsis, Dash:</p> <ul style="list-style-type: none"> To indicate a pause or break Ellipsis (...): To show omitted words) <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information*</p>	<p>Verbs:</p> <ul style="list-style-type: none"> Correctly uses verbs in the active and passive voice. Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) Avoids inappropriate shifts in verb tense* <p>Pronouns:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<u>Everybody</u> wants <u>his or her own</u> book bag VS <u>They</u> all want <u>their own</u> book bags) Subjects and verbs agree (<u>People</u> who forget the words just <u>hum</u> the tune) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly 	<ul style="list-style-type: none"> Avoids “fused” sentences* Avoids sentence fragments* May use purposeful fragments.

* as appropriate for grade level

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

HIGH SCHOOL

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words that are at or up to two grades below grade level, including frequently misspelled words, correctly 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades 	<p>Semicolons:</p> <ul style="list-style-type: none"> Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) Uses semi-colon between two independent clauses <p>Colons:</p> <ul style="list-style-type: none"> Uses a colon to introduce a list or quotation. <p>Hyphens:</p> <ul style="list-style-type: none"> Follows hyphenation conventions. <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information*</p>	<p>Parallel Construction:</p> <ul style="list-style-type: none"> with single words (e.g., verbs particularly in informational and technical writing (~ parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS ~ not parallel: <i>A scientist observes, hypothesized, and analyzed</i>) with clauses (~ parallel: <i>The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.</i> VS ~ not parallel: <i>The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises</i>). with phrases (e.g., infinitive) ~parallel: <i>Jamillah likes to hike, swim, and ride a bicycle.</i> ~not parallel: <i>Jamillah likes to hike, to swim, and rides a bicycle</i>). <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* <p>Pronouns:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers) Subjects and verbs agree* (<i>Neither the coach nor the player is going to the banquet; <u>None of us</u> wants a second helping of pie; <u>None of the pie is</u> left</i>) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly 	<ul style="list-style-type: none"> Avoids “fused” sentences* Avoids sentence fragments* May use purposeful fragments.

Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

Appendix D: FSA Scoring Rubrics

FSA Grade 4 Focused Writing Scoring Rubric

	1	2	3	4
Snapshot	<p><i>Writing poorly addresses the topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.</i></p>	<p><i>Writing attempts to address the topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.</i></p>	<p><i>Writing addresses the topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.</i></p>	<p><i>Writing clearly addresses the topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.</i></p>
	<p>NR No response (answer page is blank)</p>	<p>0 Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

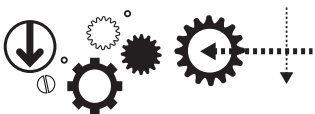
		1	2	3	4
Communicate	Meaning Topic Ideas Details	<ul style="list-style-type: none"> link to topic may be unclear ideas may be copied or unrelated to the topic uses very few relevant details 	<ul style="list-style-type: none"> some evidence showing a link to the topic often retells a personal experience with limited description or reaction ideas are partially developed; few relevant details 	<ul style="list-style-type: none"> writing shows a clear link to the topic ideas are mostly developed; uses some engaging language some supporting details, reasons, explanations 	<ul style="list-style-type: none"> sustains a clear focused link to the topic ideas are fully developed; strong sense of voice; uses engaging language details, reasons, and explanations show a sense of individuality
	Style Word choice Structure	<ul style="list-style-type: none"> basic language with limited vocabulary; may include frequent errors in word choice sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> generally basic language; errors may affect clarity relies on simple and compound sentences 	<ul style="list-style-type: none"> generally relies on direct language with some variety in vocabulary uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> language is varied and increasingly precise; often experiments with new words or expressions effectively uses a variety of sentence lengths and patterns
	Form Beginning Middle End	<ul style="list-style-type: none"> beginning may be confusing middle has little development; ideas seem unrelated to topic, may be very short overuses a few simple connecting words or omits them entirely ending is often missing 	<ul style="list-style-type: none"> beginning is somewhat focused; usually identifies the topic middle is often a list of loosely related events; some sequence repeats simple connecting words and beginning words ending may be omitted 	<ul style="list-style-type: none"> introduces the topic; generally organized, logically sequenced middle is generally organized and logically sequenced uses a variety of connecting words and beginning words ending may be abrupt or omitted 	<ul style="list-style-type: none"> introduces topic, often in an engaging way middle develops topic through relevant, appropriate ideas transitions are smooth; uses a range of transitional words focused ending
	Conventions Spelling Capitals Punctuation Grammar	<ul style="list-style-type: none"> frequent errors may make the writing difficult to understand 	<ul style="list-style-type: none"> several errors; may make some sentences difficult to understand 	<ul style="list-style-type: none"> some errors; generally do not affect meaning 	<ul style="list-style-type: none"> few errors which do not interfere with meaning; usually caused by taking risk with complex language



FSA Grade 7 Focused Writing Scoring Rubric

	1	2	3	4
Snapshot	Writing poorly addresses the purpose and topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.	Writing attempts to address the purpose and topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.	Writing addresses the purpose and topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.	Writing clearly addresses the purpose and topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.
	NR No response (answer page is blank)	0 Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

		1	2	3	4
Communicate	Meaning Purpose Topic Ideas Details	<ul style="list-style-type: none"> the purpose of the writing is unclear to the reader little or no relevant personal reaction ideas not developed lacks relevant detail; often extremely short 	<ul style="list-style-type: none"> the purpose of the writing is somewhat clear to the reader some relevant personal reaction generally straightforward ideas; may be confusing in places; relies on retelling or listing some relevant details 	<ul style="list-style-type: none"> the purpose of the writing is clear to the reader relevant personal reactions; may show some insight or individuality straightforward, concrete ideas; may include some speculation, generalizations or humour relevant details, examples and logical explanations 	<ul style="list-style-type: none"> the purpose of the writing is clear and engages the reader relevant personal reactions with some analysis; shows some insight or originality tries to deal with complex or abstract ideas; may use humour or draw comparisons use engaging details, reasons, and explanations; often with some emotional impact
Create	Style Word choice Structure Audience	<ul style="list-style-type: none"> simple, repetitive language short simple sentences; may not be connected language shows no awareness of audience 	<ul style="list-style-type: none"> generally clear language; may include some descriptive or expressive language little sentence variety; relies on simple patterns some attempt to connect to audience through language choice 	<ul style="list-style-type: none"> language is clear and varied; tries to select language to fit mood or purpose uses a variety of sentence lengths and patterns shows awareness of audience through language choice 	<ul style="list-style-type: none"> language is precise and varied for effect; may use specialized language where appropriate uses a variety of complex sentence structures; flows easily demonstrates a strong awareness of audience; uses language effectively
	Form Beginning Middle End	<ul style="list-style-type: none"> introduction not engaging middle has little development; sequence may be confusing overuses a few simple connecting words (e.g., then, but, and...) no real 'ending' 	<ul style="list-style-type: none"> may have an effective introduction middle is 'stream of consciousness'; sequence not clear or effective uses variety of simple connecting words ending is weak or abrupt 	<ul style="list-style-type: none"> starts strong; develops in predictable way middle is logically sequenced with related ideas grouped together ideas linked by appropriate connecting words ending tends to be predictable 	<ul style="list-style-type: none"> engaging beginning; sets stage for developing ideas middle is logically sequenced; uses paragraphing effectively uses increasing variety of transitional words and phrases; may take risks well defined ending provides sense of closure
	Conventions Spelling Capitals Punctuation Grammar	<ul style="list-style-type: none"> frequent spelling, punctuation and, grammar errors; interferes with meaning 	<ul style="list-style-type: none"> some errors in spelling, punctuation and grammar; does not interfere with meaning 	<ul style="list-style-type: none"> may include errors in complex language; does not interfere with meaning 	<ul style="list-style-type: none"> may include a few errors in complex language due to risk-taking



Appendix E: SAT Essay Scoring Matrix

Score	Reading	Analysis	Writing
4	<ul style="list-style-type: none"> • Demonstrates thorough comprehension of the source text. • Shows an understanding of the text’s central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text. • Is free of errors of fact or interpretation with regard to the text. • Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text. 	<ul style="list-style-type: none"> • Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. • Offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing. • Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. • Focuses consistently on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • Is cohesive and demonstrates a highly effective use and command of language. • Includes a precise central claim. • Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay. • Has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone. • Shows a strong command of the conventions of standard written English and is free or virtually free of errors.
3	<ul style="list-style-type: none"> • Demonstrates effective comprehension of the source text. • Shows an understanding of the text’s central idea(s) and important details. • Is free of substantive errors of fact and interpretation with regard to the text. • Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text. 	<ul style="list-style-type: none"> • Offers an effective analysis of the source text and demonstrates an understanding of the analytical task. • Competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing. • Contains relevant and sufficient support for claim(s) or point(s) made. • Focuses primarily on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • Is mostly cohesive and demonstrates effective use and control of language. • Includes a central claim or implicit controlling idea. • Includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay. • Has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone. • Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.
2	<ul style="list-style-type: none"> • Demonstrates some comprehension of the source text. • Shows an understanding of the text’s central idea(s) but not of important details. 	<ul style="list-style-type: none"> • Offers limited analysis of the source text and demonstrates only partial understanding of the analytical task. 	<ul style="list-style-type: none"> • Demonstrates little or no cohesion and limited skill in the use and control of language.

Score	Reading	Analysis	Writing
	<ul style="list-style-type: none"> • May contain errors of fact and/or interpretation with regard to the text. • Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text. 	<ul style="list-style-type: none"> • Identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the text. • Contains little or no support for claim(s) or point(s) made. • May lack a clear focus on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> • May lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response. • May include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response. • Has limited variety in sentence structures; sentence structures may be repetitive. • Demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone. • Shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.
1	<ul style="list-style-type: none"> • Demonstrates little or no comprehension of the source text. • Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s). • May contain numerous errors of fact and/or interpretation with regard to the text. • Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text. 	<p>Offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>Identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>Contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>May not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<ul style="list-style-type: none"> • Demonstrates little or no cohesion and inadequate skill in the use and control of language. • May lack a clear central claim or controlling idea. • Lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas. • Lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone. • Shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

Source: (College Board, 2017)

Appendix F

UK AQA Language 2016 A Level Paper 2 Marks on Writing

04	Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views. [30 marks]	
AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate how form and register can be treated at different levels.
Level 5 Marks 9–10	Students will: <ul style="list-style-type: none">• use form creatively and innovatively• use register creatively for context• write accurately	Students are likely to: <ul style="list-style-type: none">• use a range of cohesion strategies to guide the reader• transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader• show close control of sentence effects
Level 4 Marks 7–8	Students will: <ul style="list-style-type: none">• use form convincingly• show close attention to register, effective for context• show strong control of accuracy	Students are likely to: <ul style="list-style-type: none">• produce an effective opening and conclusion• argue well-documented viewpoints, that provide information accessibly• use engaging and entertaining style
Level 3 Marks 5–6	Students will: <ul style="list-style-type: none">• use form competently• use and sustain register, effective for context• show firm control of accuracy	Students are likely to: <ul style="list-style-type: none">• produce an effective opening and lively sub-editorial material• write accessibly and transform linguistic ideas for audience• write for context of a non-specialist audience, recognising entertainment and informative functions
Level 2 Marks 3–4	Students will: <ul style="list-style-type: none">• use form appropriately• use appropriate language for context• make occasional errors	Students are likely to: <ul style="list-style-type: none">• use article format e.g. a functional headline, sub-editorial material• use a linguistic register but be overly academic• address the audience but be overly informal
Level 1 Marks 1–2	Students will: <ul style="list-style-type: none">• use form limited to simple elements• shape language broadly for context• make intrusive errors	Students are likely to: <ul style="list-style-type: none">• write essay-like response• use paragraphs
0	Nothing written	Nothing written

Source: (AQA, 2014)



ACT Scaling Test 2014

Writing Test

DIRECTIONS TO CANDIDATES

The time allowed for this test is **2 hours 30 minutes**.

You are required to write approximately 600 words, discussing the major issue raised in the material provided in this booklet. You should develop a clear argument, and you should feel free to agree or disagree with any opinion expressed in the material.

You should begin by reading and thinking about the material provided. Your first task is to select an aspect of the issue that you wish to write about, and to consider possible titles for your piece of writing.

The material on the next two pages is to assist you in developing your persuasive argument about the issue. You do not have to refer to any of the material specifically.

The time allowed for the test gives you plenty of time for thinking, planning, drafting, re-drafting and editing your piece of writing. For the last stage of this process, you may find the checklist on the last page of this booklet helpful.

You must make a serious attempt and write more than 200 words.

Pens and biros only (not pencils) may be used for writing the final version. Loose paper will be provided for notes, plans, rough drafts, etc.

Since examiners will take into account only what is written in the answer book, make sure that you leave yourself sufficient time to write out the final version of your piece of writing.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD.

Social Media

Social media are the networks and virtual communities in which people create, share or exchange information and ideas. Such web sites allow users to develop profiles of their background and interests, communicate with friends and strangers, and share thoughts, photos, internet links and music.

Social media differ from traditional or industrial media in many ways, including their quality, reach, frequency, usability and immediacy.

Social media have introduced substantial and pervasive changes to communication between organisations, communities and individuals.

In their book *Networked: The New Social Operating System* Lee Rainie and Barry Wellman describe social media as being used to document memories, learn about and explore things, advertise oneself and form friendships. For Rainie and Wellman everyone can become a content provider in a networked world. Networked individuals can reach wide audiences in ways that can positively affect their social standing and gain political support, as with the Egyptian revolution of 2011.

The neuroscientist Baroness Susan Greenfield has expressed concerns that modern technology, and in particular social networking sites and video games, may have a negative impact on child development, and may lead to medical conditions such as autism and dementia.

Read carefully the material on these two pages.

Write about 600 words, giving your point of view on the major issue raised in the material.

You need not refer to any of the material specifically, but you must deal with the major issue in it. Do not summarise the material.

Give your piece of writing a clear title.

You should assume you are writing to an intelligent adult audience.

Scripts of significantly more than 600 words will not be read in full.

Supporters of social media say that online communities:

- promote increased interaction with friends and family;
- rapidly disseminate useful ideas and information;
- facilitate social and political change; and
- offer teachers, librarians, and students valuable educational opportunities.

Critics of social media say that the sites:

- inhibit face-to-face communication;
- spread false and potentially dangerous information;
- waste time and promote inactivity;
- alter the brains and behaviour of children; and
- offer opportunities for criminal activity.

There are many instances where people write very personal things about themselves or other people in social media without realising that absolutely anyone can be reading those comments, including their parents and their employer.



Sherry Turkle, in her book *Alone Together: Why We Expect More from Technology and Less from Each Other*, argues that social media bring people closer and pushes them further apart at the same time. One of the main points she makes is that there is a high risk online of treating persons like objects. When people are electronically networked their expectations of each other tend to be lessened. According to Turkle, this can cause a feeling of loneliness rather than being together.

Some psychological effects of social media

The vilification and bullying that takes place on social media can cause significant psychological harm. Some research studies have shown that social media are creating new social problems for children and teenagers.

Social media addiction

The 'World Unplugged' study conducted in 2011 claimed that for some users quitting social networking sites is comparable to quitting smoking or giving up alcohol. Another study conducted in 2012 by researchers from the University of Chicago Booth School of Business found that drugs like alcohol and tobacco were less addictive than social networking sites. A 2013 study in the journal *CyberPsychology, Behavior and Social Networking* found that some users actually decide to quit social networking sites because of their feeling of getting addicted.

Chomsky argues that social media are superficial

When Jeff Jetton asked the eminent linguist and political activist Noam Chomsky what he thought of people communicating through electronic devices rather than face to face, Chomsky described such communication as very shallow and superficial. According to Chomsky a kind of stimulus hunger is cultivated by the rapidity and the graphic character of video screens.

Chomsky claims there is now much less reading done by young people as a result of the popularity of social media.

In his blog at *Cyborgology*, Nathan Jurgenson has criticised the comments of Chomsky on social media. Rather than being shallow and superficial, Jurgenson has argued that social media and the internet give a voice to disadvantaged groups and developing countries. According to Jurgenson, social media have been very important for protestors against dictatorships in the Middle East, and for protest such as the Occupy Movement in developed countries.



“I blame the internet.”

CRITERIA FOR ASSESSMENT

- Quality of thought and content
- Structure and organisation
- Expression, style and mechanics

WHAT THE EXAMINERS WILL LOOK FOR

- Your choice of an aspect of the major issue directly related to the material presented
- The coherence of your persuasive argument
- The quality of your evidence or supporting arguments
- The control of language and form, including clarity, precision and appropriateness for the target audience

SOME THINGS YOU MIGHT CONSIDER BEFORE HANDING IN YOUR PIECE OF WRITING

- Have I given my work a clear and accurate title?
- Does the work have a clear organisation and structure?
- Have I read over the piece of writing and edited the final copy for spelling, punctuation and sentence structure?
- Are there places in which my handwriting would be difficult to follow and should be tidied?
- Are all the alterations I have made clear to the reader?

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Acknowledgements

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Appendix H

DIRECTIONS FOR MARKERS OF THE AST WRITING TEST 2017

The AST Writing Test is an assessment of verbal reasoning and writing ability. Candidates are required to respond in persuasive mode of writing to a range of material on a social and/or political issue. Candidates are given the following instructions.

Read carefully the material on these two pages.
Write an essay of about 600 words, giving your point of view on the major issue raised in the material.
You need not refer to any of the material specifically, but you must deal with the major issue in it.
Do not summarise the material.
Give your essay a clear title.
You should assume you are writing to an intelligent adult audience.
Note that scripts of significantly more than 600 words will not be read in full.

The AST writing task aims to test the candidate's ability to:

- react to stimulus material and focus on an issue;
- develop an argument or point of view;
- structure and organise ideas in a response; and
- control language and form so as to write with clarity, precision and appropriateness.

In assessing the AST Writing Test markers are to make a holistic impression rating about what constitutes 'verbal reasoning' and 'writing ability'.

The marking takes place within the broad parameters outlined in the **ACER Criteria for the Assessment of Written Expression**. Writing ability is understood in this assessment to involve both quality of thought and control of language.

The relationship between thought and language is complicated in assessments of writing ability, and there is no fixed weighting of thought and language in this assessment. The degree to which the quality of the ideas, the structure and organisation, and the expression found in writing are to be taken into account in marking cannot be specified because the weighting will change for different pieces depending on the strengths and weaknesses displayed by a particular candidate.

AST writing scripts are to be read for meaning, and issues of language control should not dominate the assessment. The marking aims to identify and reward intelligent and thoughtful responses as distinct from superficial, trivial or trite responses to the stimulus. The poor language that matters most in this assessment is garbled or jumbled meaning rather than unconventional or incorrect language usage. Quality of writing is not seen as the more or less appropriate reproduction of a language form, and quality of performance is to be understood as quality of thought rather than a matter of fitness for purpose or audience.

The stimulus

The stimulus offered on AST W test papers aims to give candidates the opportunity to write an argument or express a point of view. Candidates must indicate that they are responding to the prompt rather than rehearsing a piece they have written before, but the assessment is concerned with the quality of what has been written rather than whether it is a 'correct' response to a particular set of instructions or stimulus material.

Quite different aspects of the stimulus can be selected for discussion by individual candidates. The task is described as an argument on the cover of the test, and the instructions request a 'point of view', but the notions of an argument and a point of view are to be very liberally interpreted in the marking. Candidates may write more formally structured essays, or they might write quite direct expressions of their ideas and feelings about the theme. Candidates may write a point of view as a kind of personal narrative rather than a debate or formal dialectic. It is not assumed that a personal approach is inappropriate in expressing 'a point of view'. Candidates can move in and out of different kinds of discussion. Some candidates even take a more or less narrative approach, and these scripts are to be assessed as a point of view, even though they may not offer explicit arguments.

While the topics offered are very broad, they do not allow candidates to say whatever they like. Candidates are required to produce an impromptu piece of writing rather than a pre-prepared piece. When Markers believe a candidate is not responding to the set topic, they should draw the script to the attention of the Lead Markers.

Described levels of performance

The aim of the marking is to make sound discriminations between the candidates on the basis of the criteria and the described levels of achievement presented below.

These described levels are emergent rather than prescriptive. They are not a checklist or a definition of a model answer. There can be no model answer for this writing test. Candidates can respond in quite different ways, and show quite different kinds of strength and weakness. Markers are to aim to see what candidates offer in response to the stimulus and make particular case by case decisions about the response.

Unevenness and Consistency

Scripts are to be marked on a positive rather than a negative model. Strong papers will often be uneven, and avoiding mistakes is not a major virtue. There may be significant virtues in papers that show uneven control of language, for instance.

Politics and Personal Preferences

While this test is an assessment of the candidates' writing skills, it also involves assessing the views that are presented. Candidates are not assessed on the correctness of the ideas or attitudes they display, but the substance and subtlety of their ideas is to be assessed. Some ideas seem outlandish and bizarre to most people, and presenting such ideas without thought or consideration for the possible and likely responses of a reader shows an absence of social cognition. Candidates who consciously or unconsciously produce ideas that are likely to offend readers are displaying a poor sense of audience or poor skills of social cognition. The writing test is an assessment of thinking and writing, but it is not a test of social acceptability or political correctness.

All markers have personal preferences for, but more often against, certain points of view and subjects or kinds of writing and thinking. It is important that Markers recognise these preferences and refer to the Lead Markers any essay that they feel unable to assess without personal irritation or prejudice. While Markers aim to treat what candidates say with a

pluralistic tolerance, even so, some views are crass and offensive, and such responses should not interest or impress markers.

Second language users

Some candidates who have English as a second language are marked in a separate group. In any case, the assessment should not be a matter of the extent to which a candidate has the linguistic fluency of a native speaker of English. When they see it, Markers should look through first language interference to the quality of what a candidate is saying.

Markers should also be sensitive to differences in cultural norms, and differences in what is thought to be an appropriate response to a writing test prompt.

Scripts that are substantially more than 600 words

Candidates are told in the instructions that responses that are ‘substantially longer than 600 words will not be read in full’. Markers can discontinue reading a candidate’s response where it is clearly more than 750 words.

Good and unsatisfactory marking

Good marking of AST scripts:

- is a matter of particular case by case judgements;
- reliably discriminates among the candidates;
- is not too harsh or lenient;
- is not put off by particular blemishes;
- sees strength in uneven or quiet scripts; and
- respects the anonymity of candidates and does not entertain stereotypes.

Good markers are aware of and monitor their own preference, predilections and prejudices.

Unsatisfactory marking:

- does not discriminate and bunches candidates in the middle of the mark range;
- is too harsh or too lenient;
- gives too much attention to language conventions;
- prefers bland evenness to uneven strength;
- is impressed by showy and meretricious papers;
- does not recognise strong but uneven papers, or quiet and substantial papers; and
- seems influenced by the length of a response and penalises unfinished scripts.

MARKING PROCEDURES

Without distorting the view they have of the work they read, Markers are to approximate the following distribution of marks.

THE GRADE SCALE

A+	20	1%
A	18-19	approximately 11% of essays
B	15-17	approximately 25% of essays
C	12-14	approximately 30% of essays
D	9-11	approximately 25% of essays
E	4-8	approximately 18% of essays
	0	insufficient to assess
Z		absent

WT 2016	
Mean score	12.4
Std. Deviation	3.1

WT 2015	
Mean score	13.3
Std. Deviation	2.8

WT 2014	
Mean score	13.2
Std. Deviation	2.7

Percentage awarded for each score point for writing in 2016

2016	Frequency	Percent	Valid Percent	Cumulative Percent	Grade	Percent
1	3	0.0	0.0	0.0		
2	7	0.1	0.0	0.1		
3	15	0.1	0.1	0.1		
4	40	0.3	0.1	0.2		
5	101	0.9	0.3	0.6	F	0.6
6	185	1.6	0.9	1.5	E	5.0
7	293	2.5	1.6	3.0		
8	625	5.3	2.5	5.5		
9	835	7.1	5.3	10.9	D	20.8
10	968	8.2	7.1	18.0		
11	1168	9.9	8.3	26.3		
12	1529	13.0	10.0	36.3	C	34.7
13	1362	11.5	13.1	49.4		
14	1516	12.9	11.6	61.0		
15	1170	9.9	13.0	74.0	B	29.9
16	807	6.8	10.0	84.0		
17	494	4.2	6.9	90.9		
18	385	3.3	4.2	95.1	A	7.5
19	123	1.0	3.3	98.4		
20	65	0.6	1.1	99.4	A+	1.1
Total	11695	99.1	99.4	100.0		

Briefing documents for the marking of the AST Writing Test

THE ACER CRITERIA FOR ASSESSMENT OF WRITTEN EXPRESSION

In assessing written expression markers at ACER will consider the following issues:

THOUGHT AND CONTENT

(the quality of what is said in the piece of writing)

- * what is made of and developed from the task
- * the kinds of thoughts and feelings offered in response to the task

STRUCTURE AND ORGANISATION

(the quality of the structure and organisation developed to present what is said in the writing)

- * the shape and form of the piece
- * the sequence and cohesion of the piece

EXPRESSION, STYLE AND MECHANICS

(the quality of the language used to organise and present what is said)

- * the effectiveness and appropriateness of the language
- * the expressiveness and fluency of the language
- * the control of the mechanics of English

WHAT EXAMINERS WILL LOOK FOR IN ASSESSING THE AST WRITING TEST.

- * the choice and handling of the issue
- * the quality of the evidence or supporting arguments
- * the structure, organisation and coherence of the response
- * the control of language and form

F	E Weak	D Satisfactory	C Sound	B Strong	A Very strong	A+
5> 3%	6-8 5%	9-11 25%	12-14 35%	15-17 25%	18-19 7%	20
Typical characteristics - scripts at this level tend to be						
	lack of focus and substance little evidence of grasping the issue or the prompt simple and reductive handling of the issues crassness or crudeness in the comments on the issues clumsiness or crudeness in thought or expression of ideas unclear and inaccurate expression inappropriate tone and language	basic understanding or comprehension of the issue or prompt basic ability to develop a point of view about the issue or the prompt simple, predictable and obvious thoughts and responses wandering disorganisation or a mechanical rigidity general or vague discussion rather clumsy, stolid or clichéd writing	some grasp of the issue and an ability to comment on it some purposeful definition of the topic some organisation and direction in the argument a rather standard or obvious direction straightforward and blandly competent writing	some substantial thought about the issue and an ability to do something with it engagement with the issues and the ability to go beyond the obvious and recognise complexities discussion that makes distinctions and can formulate a point of view a degree of direct involvement and a definite point of view elaboration, exploration and constructive use of the prompt lucid, fluent, and precise writing	the ability to analyse and interpret the prompt awareness of the complexities of the issues and the prompt insight into the issues and the ability to think about them critically sensitivity, involvement and responsiveness a distinctive tone, view or attitude a developed and substantiated point of view lucid, precise and vivid expression.	
Some possible characteristics						
	vocab confusions poor understanding and grasp of issue, little argument or substance, immature, crude generalisations going off on tangents, little planning, lack of direction	paucity of ideas, repetition, untidy argument, lack of flow and fluency, quantity not quality monotonous sentence length and rudimentary shape to the piece poorer command of language than C, little awareness of differing views, loose argument, careless expression	straightforward and fairly competent, simple structure of sentences and argument bland, neat, clear but predictable, gestures towards substantial argument, grasp of subject but not many distinctions, can be repetitive structured and organised, but either too general or mere detail	some ability to construct a whole piece, clarity and focus logical development, control, easy to read and follow refreshing and interesting	Individuality and independence of thought, critical and analytical intelligence, enthusiasm and/or maturity and balance, a considered and conscious world view able to organise a whole piece, structured and coherent development, judicious use of different kinds of writing Precise, fluent, vivid, imaginative, individual writing with voice and rhythm	

Appendix I: NAPLAN Writing Prompts 2011-2016

Too much money is spent on toys and games

People like to play with toys and games to have fun and to relax.

Some people think that too much money is spent on toys and games. They think the money could be used for more important things.

What do you think? Do you agree or disagree?

Perhaps you can think of ideas for both sides of this topic.

Write to convince a reader of your opinions.

- **Start with an introduction.** An introduction lets a reader know what you are going to write about.
- **Write your opinions on this topic.**
Give reasons for your opinions. Explain your reasons for your opinions.
- **Finish with a conclusion.** A conclusion sums up your reasons so that a reader is convinced of your opinions.

Remember to:

- plan your writing
- choose your words carefully to convince a reader of your opinions
- write in sentences
- pay attention to your spelling and punctuation
- use paragraphs to organise your ideas
- check and edit your writing so it is clear for a reader.



It is cruel to keep animals in cages.

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic.

Write to convince a reader of your opinions.

- **Start with an introduction.** An introduction lets a reader know what you are going to write about.
- **Write your opinions on this topic.**
Give reasons for your opinions. Explain your reasons for your opinions.
- **Finish with a conclusion.** A conclusion is a way to sum up your writing so that a reader is convinced of your opinions.

Remember to:

- plan your writing
- choose your words carefully to convince a reader of your opinions
- write in sentences
- pay attention to your spelling and punctuation
- use paragraphs to organise your ideas
- check and edit your writing so it is clear for a reader.



Hero Award

A hero is someone you admire.

Choose a hero who you think deserves an award.

The person you choose could be someone from your family or community or could be someone well-known to everyone. The person may be young or old, male or female.

Write to convince a reader why the person you have chosen is special and should be given an award.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinion on the topic.**

Give reasons for your opinion.
Explain your reasons.

- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear.

Writing prompt

Change a rule or law

Rules and laws tell us what we can and cannot do. Choose a rule or law that you think needs to change.

It could be a home or school rule. It could be a rule of a game or sport. It could be a law that everyone has to follow. The change should make the rule or law better.

Write to convince a reader why this rule or law should be changed.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinion on the topic.**

Give reasons for your opinion.
Explain your reasons.

- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear.

Year 3 Writing

Writing prompt

YEAR 3 AND YEAR 5



Try this activity

Choose a sport, hobby or activity that you are interested in. Write to persuade a reader why they should try your chosen activity.

- **Start with an introduction.**
An introduction lets a reader know what you are going to write about.
- **Write your reasons for your choice.**
Why is it important for others to get involved in this activity? Explain your reasons.
- **Finish with a conclusion.**
A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear.



Year 7 Writing

Writing prompt

YEAR 7 AND YEAR 9

Simply the best

Choose:

- the best movie, TV show or performance you have seen or
- the best book you have read.

Write to persuade a reader that they should see or read what you have chosen to write about.

- **Start with an introduction.**
An introduction lets a reader know what you are going to write about.
- **Write your opinion on the topic.**
Give reasons for your opinion. Explain your reasons.
- **Finish with a conclusion.**
A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear.



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YEAR 3 AND YEAR 5

Characters



Imagine

Imagine if a character found an object that made something amazing happen.

Write a narrative (story) about the adventure.

You can use the characters and objects on this page **OR** you can make up your own.

Think about:

- the characters and where they are
- the complication or the problem to be solved
- how the story will end.

Remember to:

- plan your story before you start
- choose your words carefully
- write in sentences
- pay attention to your spelling, punctuation and paragraphs
- check and edit your writing.

Objects



Writing prompt

Year 5 Writing

Year 9 Writing

Writing prompt

YEAR 7 AND YEAR 9

The sign said

Write a narrative (story) about what happened to a character or characters after reading a sign.

You can use a sign on this page OR you can make up your own sign.

Think about:

- the characters and where they are
- the complication or the problem to be solved
- how the story will end.

Remember to:

- plan your story before you start
- choose your words carefully
- write in sentences
- pay attention to your spelling, punctuation and paragraphs
- check and edit your writing.



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Appendix J: 2017 NAPLAN Marking Criteria

Assessing Writing in the National Assessment Program

The NAPLAN writing task

There are two writing tasks for the 2017 writing test and both are persuasive writing tasks. Students in Years 3 and 5 will write about one topic. Students in Years 7 and 9 will write about a different topic. Both tasks will be marked using the same marking guide.

The writing task is provided to the students on a full-colour stimulus sheet. It contains the topic, task instructions and colour images to support the students. The topic and task instructions are read aloud to the students by the teacher. Students have 5 minutes to plan, 30 minutes to write and 5 minutes to edit.

The task instructions will be similar to:

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic. Write to convince a reader of your opinion.

- Start with an introduction. An introduction lets a reader know what you are going to write about.
- Write your opinion on this topic. Give reasons for your opinion. Explain your reasons for your opinion.
- Finish with a conclusion. A conclusion sums up your reasons so that a reader is convinced of your opinion.

Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear for a reader.

Definition

The following definition has shaped the development of the task and the persuasive writing marking criteria.

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform.

The style of persuasive writing may be formal or informal but it requires the writer to adopt a sense of authority on the subject matter and to develop the subject in an ordered, rational way. A writer of a persuasive text may draw on their own personal knowledge and experience or may draw on detailed knowledge of a particular subject or issue.

The main structural components of the persuasive text are the introduction, development of argument (body) and conclusion.

Within the broad persuasive genre and within the context of the given topic, writers may make decisions about themes and subjects they choose to write about and the details they use to develop their ideas. The task does not specify a preference for particular content on the given topic.

The Marking Criteria

Students' writing is assessed using an analytic criterion-referenced marking guide, consisting of a rubric containing ten marking criteria and annotated sample scripts. The ten criteria are:

1	Audience	The writer's capacity to orient, engage and persuade the reader
2	Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
3	Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
4	Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader
5	Vocabulary	The range and precision of contextually appropriate language choices
6	Cohesion	The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
7	Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
8	Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
9	Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
10	Spelling	The accuracy of spelling and the difficulty of the words used

The following table shows the range of score points for each criterion:

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

Using the marking rubric

Each assessment criterion is displayed on a separate page. The top of each page shows the criterion number and name. The skill focus defines the underlying skill being assessed.

Each score category has a category descriptor. A category descriptor is a broad statement describing the particular skill level. This is the overall statement that should be used to make the judgement.

Additional information is included to help shape the judgement. However, this information is not an exhaustive list. Rather, it is indicative of features that may be present in students' writing.

Notes on the bottom of the page provide clarifying detail where necessary.

Sample scripts which exemplify the standard for the category scores are listed. The number in brackets is the page reference of the script.

Sample scripts and their annotations exemplifying the category scores follow the marking rubric. The annotations of the sample scripts describe how the marking criteria have been applied. Together, the criteria and the sample scripts and their annotations are the means by which consistent marker judgements are made. Both are equally important to the marking process.

Discussion scripts with annotations have been included to guide the marking of types of writing that may be encountered.

The *Note on Text Structure* section gives information about the structural components of the persuasive text type.

Finally, a glossary of terms associated with the marking guide and a spelling reference list are provided.

Criteria

1. Audience

Skill focus: The writer's capacity to orient, engage and persuade the reader.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> symbols or drawings which have the intention of conveying meaning 		PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> response to audience needs is limited text contains simple written content 	<ul style="list-style-type: none"> text is very short OR <ul style="list-style-type: none"> a longer text (more than one sentence) where meaning is difficult to access OR <ul style="list-style-type: none"> copied stimulus material, including prompt topic 	Some animals cou'd die (20) animals getting cewd (22)
2	<ul style="list-style-type: none"> shows basic awareness of audience expectations through attempting to orient the reader provides some information to support reader understanding 	<ul style="list-style-type: none"> text may be short but is easily read reader may need to fill gaps in information 	it cruel to keep animals (24) animals will feel sad (28) any other animal (30)
3	<ul style="list-style-type: none"> orients the reader <ul style="list-style-type: none"> an internally consistent persuasive text that attempts to support the reader by developing a shared understanding of context 	<ul style="list-style-type: none"> contains sufficient information for the reader to follow the text fairly easily 	They won't face danger (32) they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40)
4	<ul style="list-style-type: none"> supports reader understanding AND <ul style="list-style-type: none"> begins to engage and persuade reader through language choices 	<ul style="list-style-type: none"> writer's choices may <ul style="list-style-type: none"> create an appropriate relationship with reader (e.g. polite, formal, social distance, personal connection) 	My idea of a perfect zoo (42) All animals started off (46) Cages and Zoos (50)
5	<ul style="list-style-type: none"> supports, engages and persuades the reader through deliberate language choices and persuasive techniques 	<ul style="list-style-type: none"> reveal values and attitudes persuade through control of tenor 	Under Certain Circumstances (54) Food, water and other nessasary supplies (58) The lion's glorious hair (62)
6	<ul style="list-style-type: none"> controls writer/reader relationship <ul style="list-style-type: none"> establishes strong, credible voice crafts writing to influence reader by precise and sustained language choices and persuasive techniques takes readers' values and expectations into account 	<ul style="list-style-type: none"> appeal to reason, emotions and/or cultural values subvert expectations (challenge readers' values) acknowledge wider audience 	If humans can have a voice why can't animals. (66) zoos can have useful purposes (70) things should be regulated (74)

2. Text structure

Skill focus: The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no evidence of any structural components of a persuasive text 	<ul style="list-style-type: none"> symbols or drawings inappropriate genre, e.g. narrative, description, recount, procedure 	PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> minimal evidence of persuasive structure <ul style="list-style-type: none"> structural components not clearly identifiable OR one component only, e.g. an introduction or body 	<ul style="list-style-type: none"> text may be <ul style="list-style-type: none"> a statement such as an opinion and/or reason (may be followed by recount or description) a list of statements or beliefs 	Some animals cou'd die (20) animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) They won't face danger (32) they try to break out (36)
2	<ul style="list-style-type: none"> text contains two clearly identifiable structural components OR all components are present but weak 	<ul style="list-style-type: none"> introduction or conclusion are clearly differentiated from the body often presents as a more developed body with underdeveloped introduction and conclusion 	I agree and don't agree (38) Some toys and games are educational (40) My idea of a perfect zoo (42)
3	<ul style="list-style-type: none"> text contains an introduction, a body and conclusion OR detailed longer text with two developed components and one weaker component 	<ul style="list-style-type: none"> structural components are developed body is developed with reasons and supporting evidence 	All animals started off (46) Under Certain Circumstances (54) Food, water and other nessasary supplies (58)
4	<ul style="list-style-type: none"> coherent, controlled and complete argument all components are well developed <ul style="list-style-type: none"> introduction with clear position statement AND body with reasons and detailed supporting evidence AND conclusion that reinforces the writer's position 	<ul style="list-style-type: none"> conclusion may reflect on issues raised and/or recommend action 	The lion's glorious hair (62) Cages and Zoos (50) If humans can have a voice why can't animals. (66) zoos can have useful purposes (70) things should be regulated (74)

3. Ideas

Skill focus: The selection, relevance and elaboration of ideas for a persuasive argument.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no evidence or insufficient evidence 	<ul style="list-style-type: none"> symbols or drawings 	PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> Text contains one idea OR <ul style="list-style-type: none"> ideas appear unrelated to each other OR <ul style="list-style-type: none"> ideas are unrelated to topic on prompt 		Some animals cou'd die (20)
2	<ul style="list-style-type: none"> one idea with simple elaboration OR <ul style="list-style-type: none"> ideas are few and related but not elaborated OR <ul style="list-style-type: none"> many simple ideas that are related but not elaborated 		animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30)
3	<ul style="list-style-type: none"> ideas are supported with some elaboration OR <ul style="list-style-type: none"> many unelaborated ideas that relate plausibly to argument (four or more) OR <ul style="list-style-type: none"> one idea with more developed elaboration 	<ul style="list-style-type: none"> may also contain ineffective or unrelated ideas may be assertions/opinions 	They won't face danger (32) they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40) My idea of a perfect zoo (42) All animals started off (46)
4	<ul style="list-style-type: none"> ideas are elaborated and contribute effectively to the writer's position 	<ul style="list-style-type: none"> ideas may include <ul style="list-style-type: none"> benefits to the whole group (more than just personal) reflection on the wider world/ universal issues ideas may be elaborated by, e.g. 	Cages and Zoos (50) Under Certain Circumstances (54) Food, water and other nessasary supplies (58) The lion's glorious hair (62)
5	<ul style="list-style-type: none"> ideas are generated, selected and crafted to be highly persuasive 	<ul style="list-style-type: none"> a range of issues both for and against the stated position a refutation of other positions or opinions explaining cause and effect 	If humans can have a voice why can't animals (66) zoos can have useful purposes (70) things should be regulated (74)

4. Persuasive devices

Skill focus: The use of a range of persuasive devices to enhance the writer's position and persuade the reader.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no evidence or insufficient evidence 	<ul style="list-style-type: none"> symbols or drawings writes in wrong genre copies topic only 	PletRi DoLiSal (18) Some animals cou'd die (20)
1	<ul style="list-style-type: none"> uses a statement or statements of personal opinion OR <ul style="list-style-type: none"> uses one or two instances of persuasive devices (may be same type) 	<ul style="list-style-type: none"> opinion may appear confused or contradictory uses only simple devices (<i>I think ... very, very</i>) <i>I reckon ... should ... because</i> forms one instance of a persuasive device 	animals getting cewd (22) animals will feel sad (28) any other animal (30) They won't face danger (32)
2	<ul style="list-style-type: none"> uses three or more instances of persuasive devices that support the writer's position (at least two types) 	<ul style="list-style-type: none"> may have more devices than required but these are ineffective 	it cruel to keep animals (24) they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40) My idea of a perfect zoo (42)
3	<ul style="list-style-type: none"> uses some devices that persuade use is effective but not sustained (may also include some ineffective use) 	<ul style="list-style-type: none"> there are many devices that can be used to persuade a reader <ul style="list-style-type: none"> effective devices are appropriate to the style of argument and may appeal to one or more of the reader's reason, values or emotions 	All animals started off (46) Cages and Zoos (50) Food, water and other nessasary supplies (58)
4	<ul style="list-style-type: none"> sustained and effective use of persuasive devices 		Under Certain Circumstances (54) The lion's glorious hair (62) If humans can have a voice why can't animals (66) zoos can have useful purposes (70) things should be regulated (74)

NOTES

About a page of writing is needed to consider sustained use.

5. Vocabulary

Skill focus: The range and precision of contextually appropriate language choices.

	Category descriptor	Additional information	Sample scripts
0	• symbols or drawings		PletRi DoLiSal (18)
1	• very short script	• few content words	Some animals cou'd die (20)
2	• mostly simple words • may include two or three precise words or word groups	<ul style="list-style-type: none"> • single nouns <ul style="list-style-type: none"> - <i>water, award, house, reason, news, people, world</i> • simple noun groups <ul style="list-style-type: none"> - <i>a very helpful man, a tin cage, television programs</i> • single verbs <ul style="list-style-type: none"> - <i>like, run, look, need, think, played</i> • simple verb groups <ul style="list-style-type: none"> - <i>did it the proper way, looked around the room</i> • adjectives and adverbs <ul style="list-style-type: none"> - <i>cold, always, really, very, friendly, rich</i> • simple comparisons <ul style="list-style-type: none"> - <i>as much as she can, the best teacher I ever had, one of the fastest</i> 	animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) They won't face danger (32) they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40)
3	• four or more precise words or word groups	<ul style="list-style-type: none"> • single precise words <ul style="list-style-type: none"> - <i>citizen, urge, budget, consider, solution, protect, supportive, research</i> • modal adjectives and adverbs 	My idea of a perfect zoo (42) All animals started off (46) The lion's glorious hair (62)
4	• sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices)	<ul style="list-style-type: none"> - <i>ultimate, certain, extreme, possibly, definitely, rarely</i> • precise word groups <ul style="list-style-type: none"> - <i>duty of care, quick-minded person, a positive impact on society</i> • modal groups <ul style="list-style-type: none"> - <i>it would seem that, it is unlikely that</i> 	Cages and Zoos (50) Under Certain Circumstances (54) Food, water and other nessesary supplies (58) If humans can have a voice why can't animals (66)
5	• a range of precise and effective words and word groups is used in a fluent and articulate manner <i>language choice is well matched to style of argument</i>	<ul style="list-style-type: none"> • technical <ul style="list-style-type: none"> - <i>habitat, life expectancy, politician, global warming, financial crisis</i> • nominalisations <ul style="list-style-type: none"> - <i>probability, likelihood, shortsightedness</i> • figurative language, e.g. alliteration, metaphor, simile, personification 	zoos can have useful purposes (70) things should be regulated (74)

NOTES

- Words are generally classified into two classes:
Content words (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.
Grammatical word classes (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.
- About a page of writing is needed to consider sustained use.

6. Cohesion

Skill focus: The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> symbols or drawings 		PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> links are missing or incorrect short script <i>often confusing for the reader</i>		Some animals cou'd die (20) animals getting cewd (22) animals will feel sad (28)
2	<ul style="list-style-type: none"> some correct links between sentences (do not penalise for poor punctuation) most referring words are accurate OR <ul style="list-style-type: none"> longer text with cohesion controlled only in parts <i>reader may occasionally need to re-read and provide their own links to clarify meaning</i>	<ul style="list-style-type: none"> May use <ul style="list-style-type: none"> simple word associations <i>motorbike rider/stunts, bandaid/stick</i> small selection of simple connectives and conjunctions <i>and, if, so, when, because, not only ... but also, then, but, or</i> 	it cruel to keep animals (24) any other animal (30) They won't face danger (32) they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40)
3	<ul style="list-style-type: none"> controlled use of cohesive devices supports reader understanding <i>meaning is clear on first reading and text flows well in a sustained piece of writing</i>	<ul style="list-style-type: none"> May use <ul style="list-style-type: none"> word associations, e.g. synonyms <i>safe haven/habitat/sanctuary/enclosure</i> collocation <i>black market/mistreatment/unethical</i> other connectives <i>however, although, therefore, additionally, instead, even though, finally, in saying this</i> there may be occasional lapses in referring words that track plural nouns, e.g. <i>animals ... it</i> 	My idea of a perfect zoo (42) All animals started off (46) Cages and Zoos (50) Under Certain Circumstances (54) Food, water and other nessasary supplies (58) The lion's glorious hair (62)
4	<ul style="list-style-type: none"> a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships <i>an extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text</i>	<ul style="list-style-type: none"> consistent use of cohesive devices, e.g. referring words, ellipsis, text connectives, substitutions and word associations that enhance meaning 	If humans can have a voice why can't animals (66) zoos can have useful purposes (70) things should be regulated (74)

NOTES

About a page of writing is needed to consider sustained use.

7. Paragraphing

Skill focus: The segmenting of text into paragraphs that assists the reader to follow the line of argument.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no correct use of paragraphing 	<ul style="list-style-type: none"> script may be a block of text may be random breaks may be a new line for every sentence (where break is not used to separate ideas) 	PletRi DoLiSal (18) Some annals cou'd die (20) animals getting cewd (22) it cruel to keep animals (24) animals will feel sad (28) any other animal (30) They won't face danger (32) they try to break out (36)
1	<ul style="list-style-type: none"> writing is organised into paragraphs that are mainly focused on one idea or set of like ideas to assist the reader to digest chunks of text <i>contains at least one correct paragraph break</i>	<ul style="list-style-type: none"> ideas are separated (paragraphs may contain some unrelated ideas) paragraphs may be used to separate the body from the introduction and/or conclusion (two or three paragraphs) 	I agree and don't agree (38) Some toys and games are educational (40) Under Certain Circumstances (54)
2	<ul style="list-style-type: none"> all paragraphs are focused on one idea or set of like ideas - at least one paragraph is logically constructed and contains a topic sentence and supporting detail <i>paragraphs are mostly correct</i>	<ul style="list-style-type: none"> not all topic sentences are successful body needs at least two paragraphs may use an extended one-sentence paragraph that contains an elaborated idea 	My idea of a perfect zoo (42) All animals started off (46) zoos can have useful purposes (70)
3	<ul style="list-style-type: none"> paragraphing supports argument <i>paragraphs are ordered and cumulatively build argument across text</i>	<ul style="list-style-type: none"> paragraphs are deliberately structured to pace and direct the reader's attention single sentence may be used as a final comment for emphasis 	Cages and Zoos (50) Food, water and other nessasary supplies (58) The lion's glorious hair (62) If humans can have a voice why can't animals (66) things should be regulated (74)

NOTES

For the purposes of the task, intended paragraphs can be indicated by any of the following conventions:

- indentation of a new line
- space between blocks of text
- student annotations, e.g. P for paragraph or NP for new paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

8. Sentence structure

Skill focus: The production of grammatically correct, structurally sound and meaningful sentences.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no evidence of sentences 	<ul style="list-style-type: none"> drawings, symbols, a list of words, text fragments 	PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> some correct formation of sentences <p><i>some meaning can be construed</i></p>	<ul style="list-style-type: none"> in general control is very limited very short script (one sentence) most sentences contain the same basic structures may be overuse of the conversational 'and' or 'then' 	Some animals cou'd die (20) it cruel to keep animals (24)
2	<ul style="list-style-type: none"> correct sentences are mostly simple and/or compound sentences <p><i>meaning is predominantly clear</i></p>	<ul style="list-style-type: none"> a short script that consists only of correct complex sentences (where there are no simple sentences) text may include complex sentences that use one basic structure (two, if one is a projected clause) two or more correct sentences required 	animals getting cewd (22) animals will feel sad (28) any other animal (30) They wont face danger (32)
3	<ul style="list-style-type: none"> most simple and compound sentences are correct <p>AND</p> <ul style="list-style-type: none"> some complex sentences are correct <p><i>meaning is predominantly clear</i></p>	<ul style="list-style-type: none"> simple sentences may show some extension experiments with basic structures in complex sentences <ul style="list-style-type: none"> requires two or more types (three or more, if one is a projected clause) four or more correct sentences required 	they try to break out (36) I agree and don't agree (38) Some toys and games are educational (40) My idea of a perfect zoo (42) Cages and Zoos (50)
4	<ul style="list-style-type: none"> most simple, compound and complex sentences are correct <p>OR</p> <ul style="list-style-type: none"> all simple, compound and complex sentences are correct but do not demonstrate variety <p><i>meaning is clear</i></p>	<ul style="list-style-type: none"> more routine use and greater control of elaborating clauses and phrases in simple, compound and complex sentences allow for an occasional minor error usually requires a sustained piece of writing 	All animals started off (46) Under Certain Circumstances (54) Food, water and other nessasary supplies (58) If humans can have a voice why can't animals (66)
5	<ul style="list-style-type: none"> sentences are correct (allow for occasional error in more sophisticated structures) demonstrates variety <p><i>meaning is clear and sentences enhance meaning</i></p>	<ul style="list-style-type: none"> shows control over a range of different structures (quantity, quality and variety) <p>VARIETY</p> <ul style="list-style-type: none"> clause types and patterns <ul style="list-style-type: none"> verbless, adjectival, adverbial, multiple, non-finite 	The lion's glorious hair (62) zoos can have useful purposes (70)
6	<ul style="list-style-type: none"> all sentences are correct (allow for occasional slip, e.g. a missing word) <p><i>writing contains controlled and well-developed sentences that express precise meaning and are consistently effective</i></p>	<ul style="list-style-type: none"> dependent clause position length and rhythm increased elaboration and extension stylistically appropriate choices 	things should be regulated (74)

NOTES

- Some students do not accurately identify their sentence boundaries with punctuation. In these cases it will be necessary to read the intended sentence. Run-on sentences should not be regarded as successful (overly repeated 'and', 'so' etc).
- Verb control and preposition errors should be considered as sentence errors.
- 'Most' is approximately 80%.

9. Punctuation

Skill focus: The use of correct and appropriate punctuation to aid reading of the text.

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no evidence of correct sentence punctuation 	SENTENCE PUNCTUATION INCLUDES	PletRi DoLiSal (18) it cruel to keep animals (24)
1	<ul style="list-style-type: none"> correct use of capital letters to start sentences OR full stops to end sentences (at least one correct sentence marker) <p><i>punctuation is minimal and of little assistance to the reader</i></p>	<ul style="list-style-type: none"> capital letters to begin sentences full stops, question marks and exclamation marks to end sentences 	Some animals cou'd die (20) animals getting cewd (22) animals will feel sad (28)
2	<ul style="list-style-type: none"> some correct use of sentence level punctuation (at least two accurately punctuated sentences - beginning and end) <p>OR</p> <ul style="list-style-type: none"> one correctly punctuated sentence AND some other punctuation correct where it is required (refer to list in additional information) <p><i>provides some markers to assist reading</i></p>	OTHER PUNCTUATION INCLUDES <ul style="list-style-type: none"> commas in lists commas to mark clauses and phrases apostrophes for contractions apostrophes for possession capital letters and commas used within quotation marks 	They won't face danger (32) All animals started off (46)
3	<ul style="list-style-type: none"> sentence level punctuation mostly correct (minimum of 80% of five sentences punctuated correctly) AND some other correct punctuation (two or more different examples of other punctuation) <p>OR</p> <ul style="list-style-type: none"> accurate sentence punctuation with correct noun capitalisation and no stray capitals, nothing else used (four or more sentences) <p><i>provides adequate markers to assist reading</i></p>	<ul style="list-style-type: none"> quotation marks for text extracts, highlighted words and words used with ironic emphasis ('sneer' quotes) brackets and dashes colons and semicolons points of ellipsis <p>NOUN CAPITALISATION INCLUDES</p>	any other animal (30) they try to break out (36) I agree and don't agree (38) My idea of a perfect zoo (42) Cages and Zoos (50) Under Certain Circumstances (54)
4	<ul style="list-style-type: none"> all sentence punctuation correct (no stray capitals) <p>AND</p> <ul style="list-style-type: none"> mostly correct use of other punctuation, including noun capitalisation <p><i>provides accurate markers to enable smooth and efficient reading</i></p>	<ul style="list-style-type: none"> first names and surnames titles: <i>Mr, Mrs, Miss, Ms</i> place names: <i>Paris, Italy</i> institution names: <i>Valley High</i> days of week, months of year street names: <i>Ord St</i> book and film titles holidays: <i>Easter, Ramadan</i> historic events: <i>World War II</i> 	Some toys and games are educational (40) The lion's glorious hair (62) If humans can have a voice why can't animals. (66) things should be regulated (74)
5	<ul style="list-style-type: none"> writing contains accurate use of all applicable punctuation <p><i>provides precise markers to pace and control reading of the text</i></p>		zoos can have useful purposes (70) Food, water and other nessasary supplies (58)

NOTES

- In first draft writing, allowances can be made for the very occasional omission of sentence punctuation at Categories 4 and 5.
- 'Mostly' is approximately 80% but it is not intended that every use of punctuation is calculated rigorously.
- Do not penalise for different heading styles. The following styles are all considered acceptable:
 - only the first letter capitalised (It is cruel to keep animals in cages or zoos)
 - the first letter of all major words capitalised (It Is Cruel to Keep Animals in Cages or Zoos)
 - all words capitalised (It Is Cruel To Keep Animals In Cages Or Zoos)
 - all letters capitalised (IT IS CRUEL TO KEEP ANIMALS IN CAGES OR ZOOS)
- 'Splice' commas used to join two sentences are INCORRECT, e.g. The dog ate my home work, it was hungry. Do not score this as correct sentence punctuation or comma use.

10. Spelling

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

	Category descriptor	Additional information	Sample scripts
0	<ul style="list-style-type: none"> no conventional spelling 	SIMPLE WORDS <ul style="list-style-type: none"> words with two letters (<i>an, be, it, on, up, my</i>) 	PletRi DoLiSal (18)
1	<ul style="list-style-type: none"> few examples of conventional spelling Limited evidence (less than 20 words written) 	<ul style="list-style-type: none"> single-syllable words with <ul style="list-style-type: none"> short vowel sounds (<i>cat, men, fit, not, fun</i>) consonant digraphs (<i>shop, thin, much, chips</i>) consonant blends (<i>clap, drop, grab, bring, must, help, left</i>) double final consonants (<i>egg, will, less</i>) high frequency (<i>all, day, feet, food, you, park, bird, her, good, for, how, our</i>) high frequency short two-syllable words <ul style="list-style-type: none"> <i>into, undo, going</i> 	Some animals cou'd die (20) animals getting cewd (22)
2	<ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> most simple words some common words (at least two) <i>errors evident in common words</i> 		it cruel to keep animals (24) animals will feel sad (28)
3	<ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> most simple words most common words (at least 20) 	COMMON WORDS <ul style="list-style-type: none"> single-syllable words with <ul style="list-style-type: none"> two two-consonant blends and/or digraphs (<i>crack, speech, broom, drift</i>) three-consonant blends (<i>stretch, catch</i>) common long vowels (<i>sail, again, away, mean, light, fly, shiny, broke, only, close, hurt, use, chair</i>) multi-syllabic words with even stress patterns (<i>litter, plastic, between</i>) common homophones (<i>too/two, there/their, write/right, hear/here, brake/break</i>) common words with silent letters (<i>know, wrong, comb</i>) single-syllable words ending in ould, ey, ough 	any other animal (30) They won't face danger (32) I agree and don't agree (38)
4	<ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> simple words most common words some difficult words (at least two) <i>incorrect difficult words do not outnumber correct difficult words</i> 		they try to break out (36) Some toys and games are educational (40)
5	<ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> simple words most common words at least 10 difficult words <i>incorrect difficult words do not outnumber correct difficult words</i> 	<ul style="list-style-type: none"> suffixes that don't change the base word (<i>jumped, sadly, adults, happening</i>) most rule-driven words: drop e, double letter, change y to i (<i>having, spitting, heavier, easily</i>) DIFFICULT WORDS <ul style="list-style-type: none"> uneven stress patterns in multi-syllabic words (<i>chocolate, mineral</i>) uncommon vowel patterns (<i>drought, hygiene</i>) difficult subject-specific content words (<i>disease, habitat, predator</i>) difficult homophones (<i>practice/practise, board/bored</i>) suffixes where base word changes (<i>prefer/preferred, relate/relation</i>) consonant alternation patterns (<i>confident/confidence</i>) 	My idea of a perfect zoo (42) All animals started off (46) Cages and Zoos (50) Under Certain Circumstances (54) Food, water and other nessesary supplies (58) The lion's glorious hair (62) If humans can have a voice why can't animals. (66) zoos can have useful purposes (70)
6	<ul style="list-style-type: none"> correct spelling of all words AND <ul style="list-style-type: none"> at least 10 difficult words and some challenging words OR at least 15 difficult words if no challenging words <i>allow for a very occasional minor slip (one or two)</i> 	<ul style="list-style-type: none"> many three- and four-syllable words (<i>invisible, organise, community</i>) multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (<i>supervision, furniture, powerful, sentinel, brutally, rectangle</i>) CHALLENGING WORDS <ul style="list-style-type: none"> unusual consonant patterns (<i>guarantee</i>) longer words with unstressed syllables (<i>responsibility</i>) suffixes to words ending in e, c or l (<i>physically, changeable, plasticity</i>) foreign words (<i>lieutenant, nonchalant</i>) 	things should be regulated (74)

Appendix K: Notes & Glossary 2017 NAPLAN Marking Guide & Spelling Reference List

Note on Text Structure

The structural components of the persuasive text are the introduction, the development of argument (body) and the conclusion.

A text may comprise some or all components. The development of the components increases with the sophistication of the text.

The Introduction

The purpose of the introduction is to introduce the reader to the main idea of the essay. It should provide some context or identify issue(s) associated with the topic, and it should capture the interest of the reader and tell why the topic is important.

An introduction contains a thesis statement which states the topic and the writer's position on it and describes the line of argument to be taken in the writing. It may use:

- a formulaic structure to outline a list of arguments, or main ideas, to be developed in the body (*All animals started off*)
- a pertinent fact followed by some elaboration (*Zoos can have useful purposes*)
- a short, relevant anecdote to illustrate the topic (*The lion's glorious hair*)
- generalisations about the topic (*Cages and Zoos*).

The introduction may also focus on an aspect of the topic by narrowing the perspective to be taken. This may be achieved through definition, explanation or exemplification (*Under certain circumstances*).

A less developed introduction contains a clearly identifiable statement of the writer's position on the given topic. The statement provides the reader with a clear idea of the writer's position. There is little or no elaboration of the position (*I agree and don't agree; My idea of a perfect zoo*).

Some texts (*any other animal; they try to break out*) do not have a clearly identifiable section which fulfills the purpose of an introduction. These texts may begin with an opinion immediately followed by a reason or reasons. These statements read as points of argument and could belong in either an introduction, a body or a conclusion. They give the reader little or no idea of the direction the argument will take and are not clearly identifiable as an introduction.

Development of argument (body)

The body is used to convince the reader to agree with the position taken. It develops the point or points of argument that have been outlined or foreshadowed in the introduction.

A case for each point of argument is developed with supporting evidence that may include explanation, examples, comparisons, contrasts, expert opinion or references, quotations, data and/or anecdotes.

Some students will make the case for one side of the argument. Others will write in support of both sides with varying degrees of sophistication. In doing this, some may list points in support of both sides without coming to a position on the topic. Others may work their way towards a conclusion, discussing the pros and cons of the topic to arrive at a position.

Conclusion

The purpose of the conclusion is to bring closure to the argument in a way that reinforces the writer's position on the topic.

A conclusion may:

- use a formulaic structure to summarise the thesis statement and/or points of the essay by either restating them exactly or by retelling them in different words (*All animals started off; Cages and zoos; Under certain circumstances; If humans can have a voice why can't animals*)
- provide a final perspective or reflection on the topic that reinforces the thesis or writer's position in a meaningful way. This may include:
 - a personal perspective or reflection
 - an anecdote or quote
 - a plan of action
 - a call to action (*The lions glorious hair*)
 - a recommendation
- draw conclusions by synthesising the ideas presented in the points of argument, thus arriving at a new perspective (not to be confused with introducing 'new' material).

Some texts do not have a clearly identifiable section which fulfills the purpose of a conclusion. These texts may finish with a brief ending statement that gives closure to the writing. The reader has a sense that the writer has finished their writing (*they try to break out; I agree and don't agree, My idea of a perfect zoo*).

GLOSSARY

Section 1: Persuasive devices

Overview of Persuasive Rhetorical Discourse

Following the classical philosophers, persuasive rhetorical discourse is constituted by:

- the selection of ideas (invention)
- the arrangement of the ideas into arguments or proofs (disposition)
- the choice of language (style)

Ethos, Logos and Pathos are the means by which persuasion to a point of view on an issue can occur.

Ethos: persuading by appealing to the readers' values

Logos: persuading by the means of logical reasoning

Pathos: persuading by appealing to the reader's emotion

The following table lists some features of arguments that draw on Ethos, Logos and Pathos.

Ethos - appeal to values	Logos - appeal to reason	Pathos - appeal to emotion
Value of relationships	Dispassionate language	Emphatic statements
Appeal to truth	Objective author stance	Emotive language
Duty of care	Citing of a relevant authority	Direct appeal to the reader
Creation of a just society	Objective view of opposition	Appeal to spurious authority
Community responsibility	Qualified measured statements	Disparagement of opposition

Persuasive Devices

Authoritative statement

Statements that are irrefutable in the context of the argument e.g. *Dogs love human attention.*

Conditional mood

The conditional mood is recognised by subordinate clauses beginning with words or phrases such as *if, unless, as long as, even if, even though, on the condition that.*

Direct address of the reader

A direct address of the reader, recognised by the use of *you/us/we*, has the effect of drawing the reader to identify with the writer's position.

- *You may have noticed that over the last couple of years the issue of animals ...*
- *We need them to supply us with food.*

Emphasis

- Punctuation (e.g. underlining, bolding, exclamation mark, capitalisation, quotation marks)
- Overstatement
- Understatement
- Repetition for effect
- Single words
- Words or phrases at the beginning or end of successive clauses or statements e.g. *the grasslands of Africa and the grasslands of Taronga zoo ...*
- Repetitions and parallel constructions in threes (e.g. tricolon, lists) to build to a culmination.
- Anecdote (see Figurative language, below)

Emphatic statements

Emphatic statements are forcible statements that are used to give emphasis.

- *I should see no point in how it may be cruel.*
- *It will never be the same.*

Figurative language

Figurative language refers to the techniques of language which help construct images in the reader's mind and includes alliteration, imagery, similes and metaphors, personification, idioms and word play (pun). Anecdote may also be used to illustrate or emphasise an issue (e.g. see the script *The lion's glorious hair*).

Humour, irony and sarcasm

Humour is shown where the amusing or comical is expressed.

Irony occurs when the literal meaning is the opposite of that intended. It may be expressed as an understatement, be used in a playful manner or to ridicule.

Sarcasm is scornful or derisory comment. It may be employed through irony (to ridicule).

Hyperbole

Hyperbole is a figure of speech in which statements are exaggerated. It may be used to evoke strong feelings or to create a strong impression, but is rarely meant to be taken literally.

Imperative mood

The imperative mood is present in statements of high modality that are used to express direct requests and commands, either positively or negatively, for the effect of excluding argument. It addresses either the second person (you) or first person plural (we), e.g. *Don't let it happen again!* or *We must stop caging animals now!*

Modality

Modality covers expressions of how the world might be and should be and includes expressions of necessity, permissibility and probability, and negations of these.

- Modal verbs of permissibility and probability: would/wouldn't, should/shouldn't, could/couldn't, may/may not, might/might not
- Modal verbs with high modality (necessity): must, will, need to, have to
- Modal adjectives: possible, probable, certain
- Modal adverbs: possibly, probably, certainly
- Modal nouns: possibility, probability, certainty

Personal opinion

- *I think it is cruel to put animals in cages.*
- *In my opinion only certain animals should be locked up.*

Reference statements

Reference statements are those where a source is cited. They may lend authority to an argument. In the context of the NAPLAN writing test, allowances are made for the test conditions where students do not have access to research material.

Rhetorical questions

Rhetorical questions implicitly contain their own answer.

- *This is a lion in captivity. Is this cruel?*

Value statements

- *I believe that if an animal is in a good habitat but treated unfairly it is wrong.*
- *Animals can be kept in small cages for weeks and starved, forced to live upon unethical conditions.*

Section 2: Vocabulary

Adjective

Adjectives are words that give additional information about the noun. They can be used before a noun or after a verb.

Before a noun: *Stubborn teenagers will not heed sensible advice.*

After a verb: *Teenagers can be stubborn.*

Adverb

Adverbs give additional information about verbs, adjectives and other adverbs. They tell how, when and where something happens, e.g. *he walked slowly; I'll see you tomorrow; the dog ran away, he arrived extremely late, the animal grew increasingly restless.* The final two examples show adverbial phrases.

Figurative language – see Section 1: Persuasive Devices

Metaphor

A metaphor is a figure of speech where one thing is said to be another. They do not use *like* or *as*, e.g. *The work done by volunteers is the glue that holds a community together. My fingers are ice.*

Noun

Nouns are known as naming words. There are two main classifications of nouns: common nouns and proper nouns. Common nouns name people, places or things and are said to be either concrete (e.g. *boy, city, sheep, chair, family, sunshine*), collective (*flock, army, crowd, band*) or abstract (*hope, frustration, liberty*). Proper nouns name specific people, places or things and should always start with a capital letter, e.g. *James, Canberra, Dubbo Zoo*.

Preposition

Prepositions (from the Latin meaning *placed before*) express a time or space relationship between two people or things. They are words such as *below, for, down, above, to, near, under, since, between, with, before, after, into, from, beside, without, out, during, past, over, until, through, off, on, across, by, in, around, onto*. Prepositions are always followed by a noun or pronoun.

Prepositional phrases, e.g. *in the wild; with tears in her eyes*, can be used as a device to enhance description.

Pronoun

A pronoun stands in place of a noun or noun group. A pronoun refers to something that has been named and has already been written about, e.g. *The harbour is a popular place. It is mostly used by fishermen.* Pronouns work only if they are not ambiguous (that is, there is a clear line of reference) and are not used too repetitively. Examples of common pronouns are:

I, you, she, it, we, they, mine, ours, yourself, himself	<i><u>You</u> can't keep all the apples <u>yourself</u>!</i>
this, that, these, those	<i><u>These</u> are mine.</i>
each, any, some, all, much, many	<i><u>Some</u> will be given to Peter.</i>
who, which, what, whose, whom	<i><u>Who</u> is visiting tomorrow?</i>

Simile

A simile is a figure of speech which compares one thing with another by using *like* or *as*, e.g. *Without the business that teenagers bring, the shopping centre would be like a wasteland.* The two things being compared must be different, e.g. the example *The distant building looked like a castle* would not be a simile if the building was in fact a castle.

Verb

Verbs are the basis of any message communicated. They are the engine of the sentence or clause and provide movement or action, or a sense of what is happening. Different types of verbs are used, depending on the purpose of the text. The writing could feature:

- action verbs ('doing' words): *The animals are fed every day.*
- saying verbs: *I have explained why animals should not be kept in cages; scientists report better outcomes for the animals in open sanctuaries.*
- thinking verbs: *I believe that ... , I agree with ... , I think my idea is ... , it is thought that*
- relational verbs: *We have the right. They will not be free.*

Extended verb groups indicate many sentence features, such as tense and modality, e.g. *They have been working on it for a long time.* (tense); *Animals should not be kept in captivity.* (modality).

Section 3: Cohesion

Cohesion is about linking ideas or concepts and controlling threads and relationships over the whole text. Cohesion in a text is achieved through use of various devices.

Connectives (signal words or discourse markers)

Connectives are used to link ideas to one another across paragraphs and sentences to show logical relationships of time, cause and effect, comparison or addition. They can be placed at various positions within a sentence.

The logical relationships can be grouped as follows:

- **Temporal** (to indicate time or sequence ideas)
first, second, next, meanwhile, till, while, then, later, previously, finally, to conclude
- **Causal** (to show cause and effect)
because, for, so, consequently, due to, hence, since, accordingly
- **Additive** (to add information)
also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally
- **Comparative**
rather, elsewhere, instead, alternatively, on the other hand
- **Conditional/concessive** (to make conditions or concessions)
yet, still, although, unless, however, otherwise, still, despite, nevertheless
- **Clarifying**
in fact, for example, in support of this, to refute

Conjunctions are a form of connective and are used to join ideas within one sentence. They are placed at the beginning of a clause. Some conjunctions are and, but, by, or, if, since, although, though.

Ellipsis

Ellipsis is the omission of words that repeat what has gone before; these items are simply understood.

The project will be innovative. To be involved will be exciting. In the second sentence, in the project is ellipsed.

Referring words

Referring words maintain continuity and avoid repetition.

- **Noun-pronoun chains:** *You should not put animals in cages because they would want to be in the wild with their family.*
- **Articles (e.g. a, an, the):** *My idea of a perfect zoo is the one in Dubbo*
- **Demonstratives (e.g. this, that, there, these):** *That bicycle was very expensive. John had owned mice before but this mouse was different.*
- **Quantifying determiners (e.g. every, much, many, most, numbers):** *There is much interest being shown. Many children went to the zoo. The rule applies to every person. I have one car.*

Substitution

Substitution refers to words that replace noun groups or verb groups: such, one:

There was a lot of swearing and abuse. Such language is simply not acceptable.

Word associations (or lexical cohesion)

- **Repetition:** *They have to work for dinner ... they have to work for visitors.*
- **Synonyms:** *The weather had been hot. It was another boiling day.*
- **Antonyms:** *Wild animals should not be kept in captivity. They need open spaces.*
- **Word sets: class and sub-class, or whole and part clusters of words:** *Wild animals/lions, tigers, hippos; food/eggs, meat.*
- **Collocation:** words which typically go together, making the text flow well.
cages/bars/locked; river/bank/water.

Section 4: Sentence structure

4.1 SENTENCES

A sentence is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop, question mark or exclamation mark. There are four functions for sentences:

Making statements: *The girl shot a goal.*

Asking questions: *Did the girl shoot a goal?*

Uttering commands: *Shoot the goal!*

Voicing exclamations: *What a great goal!*

4.2 SENTENCE AND CLAUSE TYPES

Simple sentence

A simple sentence is one that contains a single clause. Birds should be let free.

Compound sentence

In compound sentences there are two or more clauses which are coordinated, or linked, so that each clause has equal status. Clauses in compound sentences are usually joined by the conjunctions *and*, *but*, *or*, *and so* and *then*.

Birds should be released and allowed back in the wild.

Complex sentence

A complex sentence contains embedded and/or subordinate clauses. The feature of embedded clauses is that the clause is part of the structure of another clause and therefore does not have a coordinating relationship with the main clause.

Subordinating clause: When the birds are let free, they will be able to catch their own food.

Embedded clause: When the birds that have been locked up are let free, they will be able to catch their own food.

Adjectival clause

An adjectival (or relative) is a clause that gives additional information about a noun or noun group. It is embedded if the information it provides is located within the subject or object of another clause. An adjectival clause generally (but not always) begins with a relative pronoun such as *who*, *which* or *that*.

Subject: The play equipment that children love is not necessarily the safest equipment in the playground.

Object: Children love playing with equipment which allows them to use their imagination.

Adverbial clause

An adverbial clause is a subordinate or dependent clause that provides optional information about time, place, condition, concession, reason, purpose or result.

Time: After studying so hard during the week, all students want to do on the weekend is relax.

Concession: Children may still get hurt, even if the climbing equipment is removed.

Condition: If the cage is too small, the animals cannot move around.

Reason: The ban should be lifted because it discriminates against teenagers.

Noun clause

A noun clause is a clause that acts as the subject or object of another clause.

Subject: What he had been ordered to do weighed heavily on his mind.

Object: Some studies show that crimes committed by teenagers are rising.

Subject with adjectival clause: Conserving endangered animal species that are threatened by habitat destruction should be the priority of all zoos.

4.3 BASIC STRUCTURES

The examples below exemplify basic sentence structures referred to in the Sentence Structure criterion of this marking guide. Independent clauses are underlined.

Basic simple sentence

Animals are important.

Basic complex sentence with projected clause

I think (that) you should not put animals in cages.

Basic complex sentence with dependent clause following main clause

It is cruel because the animals don't have freedom.

Basic compound/complex sentence

It is good to keep birds in cages but other animals can go into the zoo.

Basic complex sentence with projected clause and dependent clause following main clause

I think (that) it is cruel because the animals don't have freedom.

I agree that people are unkind when they do not treat animals well.

Basic complex sentence with dependent clause starting with 'if' preceding main clause

If the cage is too small, the animal cannot move around.

4.4 MORE SOPHISTICATED STRUCTURES

The examples below exemplify more sophisticated sentence structures referred to in the Sentence Structure criterion of this marking guide. Independent clauses are underlined.

Extended simple sentence

Like all living things, animals have personalities too.

Complex sentence containing projected clause and dependent clause following main clause

I agree that animals should be kept in cages because they won't need to fight other animals.

Compound/complex sentence with adverbial phrase preceding first clause and embedded clause within the second clause

One glorious morning I woke up and it was time to go to the shops.

Complex sentences containing dependent clauses starting with 'when' and 'because' preceding main clause

When animals are kept in captivity, their life expectancy is reduced.

Because animals need open spaces, they should not be locked in cages.

Extended complex sentence with dependent clauses following main clause

For working animals such as dogs or horses, it generally isn't cruel to keep them in captivity depending on the work they are required to do.

Extended complex sentence

You may have noticed that, over the last couple of years, the issue of animals' wellbeing has been debated time and time again.

Extended complex with two dependent clauses – one preceding and one following the main clause

Being aware of the need to feed the animals properly, the zookeeper worked hard to provide a nourishing diet that ensured their health.

Extended complex sentence with extended (compound) dependent clause following the main clause

Zoo keepers may argue that being kept in a cage increases the chance of survival and allows reproduction to continue.

Extended complex sentence containing multiple dependent clauses

Although I agree that releasing animals into the wild may be beneficial to some animals, I do believe that most zoos, as least those that are operated by trained and caring people, succeed in providing animals with good care.

Section 5. Punctuation

Punctuation is used to aid the smooth reading of a text.

Brackets

Round brackets, or parentheses, enclose information or comment within an otherwise complete sentence. Brackets are used for adding information, giving explanations, clarification, providing examples, and afterthoughts, comments and asides.

Colons

Colons are normally used to signal the following:

a list: *The children do the same things every day: climb, jump, play on the swings and build build sandcastles.*

an explanation: *One consequence is inevitable: people will get hurt.*

a subtitle: *School Safety: Can Cameras Combat Crime?*

Commas

Commas are used within sentences to separate information into readable units and guide the reader as to the relationship between phrases and clauses. Commas act as markers to help the reader voice the meaning of long sentences, e.g. when a sentence begins with a phrase or a subordinate clause, the comma indicates where the main clause begins.

Commas are also used to separate items in a list.

Hyphen

The hyphen is a small dash that is used to:

- link two words to form a single word: *one-way street; like-minded friend; button-like nose.*
- clarify meaning and avoid ambiguity: *Man-eating tiger seen at zoo; Her grandmother owned a walking-stick.*
- avoid letter collision: *shell-like; re-establish, co-worker.*

Points of ellipsis

Points of ellipsis (...) are used to indicate the omission of text, suspense or a time lapse.

Quotation marks

Quotation marks (or inverted commas) identify words that are spoken by a character (direct speech) or written words that belong to people other than the writer. There is an increasing trend for single quotation marks (' ... ') to be used in place of double quotation marks although this is a matter of style.

Semicolons

Semicolons are used to separate two independent clauses containing different though related pieces of information: the use of a semicolon strengthens the link between ideas, e.g. *the installation of closed circuit television cameras will make teachers and students more self conscious; schools will no longer be a comfortable place.* This could be written as two separate sentences. The use of a comma in this example would make the sentence incorrect.

Semicolons are also used to separate complex items in a list, e.g. *In the event of a fire, all students must: leave the building immediately; not attempt to take any materials with them; assemble in the main quadrangle with their roll class.*

Using semicolons with conjunctive adverbs

A semicolon should be used to join two independent clauses when the second clause begins with a conjunctive adverb that relates to (ties in with) the idea of the first clause or it is of equal emphasis. The conjunctive adverb and the clause that follows must stand alone, i.e. it can be written as one sentence.

A full stop is used where more emphasis is required for the second clause. In the following examples, both versions are correct.

We would like to go Morocco for the holidays; accordingly, we will have to apply for visas.
We would like to go Morocco for the holidays. Accordingly, we will have to apply for visas.

They wanted to go to the concert; however, it was impossible to get a ticket.
They wanted to go to the concert. However, it was impossible to get a ticket.

Some conjunctive adverbs are: *accordingly, furthermore, moreover, nevertheless similarly, however, therefore, otherwise, instead namely, still, finally, consequently, indeed, certainly.*

Spelling reference list

	Simple	Common		Difficult		Challenging
A	a	able	always	abandon	allocate	accelerating
	add	about	amount	ability	annoy	accumulate
	am	above	amuse	abnormal	answer	acquaint
	an	action	angry	abolish	appalling	acquire
	and	active	another	absolutely	area	acquisition
	are	added	any	accept	argue	adolescent
	as	afford	appear	access	artistic	adrenaline
	at	afraid	apply	achieve	assess	advantageous
		after	aren't	acknowledge	attachment	aisle
		again	around	activity	attempt	ambiguous
		ages	ask	actually	attention	annihilate
		agree	aspect	addiction	auction	appreciate
		allowed/aloud	assist	addition	available	appropriate
		almost	avoid	advantage	average	artificial
		alone	award	advice	awareness	associate
		also	aware	affect	awesome	awkwardly
		although	away	agreeable		
B	bad	backyard	bigger	bargain		basically
	back	bare/bear	bike	barrier		belligerence
	ball	based	birthday	behaviour		beneficial
	bark	basic	blend	benefit		benefited
	bee	basketball	block	bias		benevolent
	bell	because	body	board/bored		biodegradable
	best	become	boost	bonus		blasé
	big	before	bottom	borrow		brevity
	book	behave	bought/ brought	boundary		brilliance
	box	behind	brain	brutally		brusque
	boy	believe	brand	build		
	bring	belong	break	burden		
	but	below	bullied	business		
	by	besides	buy			
		between				
C	can	carry	common	capable	concern	camouflage
	car	care	compare	capacity	conclusion	changeable
	clap	case	conflict	category	condition	colloquial
	cost	catch	consist	celebration	confidence	colossal
	cup	cause	console	certain	connotation	column
		centre	contain	charity	consider	complementary
		chance	control	cheque	consumer	conscience
		change	could	choice	continue	conscious
		chase	couple	circuit	contraption	consequence
		cheap	course	cognitive	controller	consequently
		child	crack	comfortable	convince	controversial
		choose	crime	committed	coordinator	controversy
		city	crowd	community	country	correspond
		clean	cry	comparison	create	courageous
		climb	cycle	competition	crisis	cylinder
		close		complaining	culprit	
		collect		complete	culture	
		colour		computer	curious	
		comment		concentration	customary	

Spelling reference list

	Simple	Common		Difficult		Challenging
D	deep	debate	downside	damage	develop	debris
	did	define	draw	dangerous	device	deficient
	dog	degree	dream	debatable	different	definite
	doll	delight	due	debt	difficult	dependency
	dot	depend	during	decide	digest	desperate
	drag	destroy		decision	disadvantage	disadvantageously
	drip	detail		decorate	disagreement	discipline
	drop	didn't/don't		decrease	disappear	dramatically
	drum	direct		defence	disappoint	
	dull	disagree		demolish	discomfort	
		display		demonstrate	discover	
		does/doesn't		depression	discuss	
		dollar		deprive	distance	
		donate		description	donation	
		done		deserve	doubt	
		door		detrimental		
E	end	each	ever	economy	especially	effervescent
		earlier	everybody	educational	essential	efficient
		earnings	everywhere	effect	esteem	embarrassed
		earth	evil	electronic	evidence	endeavour
		easiest	evoke	element	except	environment
		easily	exactly	emerge	excess	ethically
		edge	examine	emphasis	exciting	euphoric
		educate	example	energy	exercise	exaggerate
		effort	exist	engage	expanse	exhilarating
		eight	expect	engine	experience	explanatory
		either	expert	enjoyable	explanation	
		enable	explain	enormous	exploit	
		enjoy	explode	ensure	explosion	
		enough	expose	entertain	exposure	
		escape	extent	entirely	extremely	
		even	eyes	episode		
F	feel	fair	follow	facet	formation	facilities
	fell	false	forget	factory	fracture	fascinating
	fill	family	formal	famous	fragile	fluorescent
	fit	fear	found	fashion	frenzied	fulfil/fulfilled
	food	feeling	four	favourite	frighten	
	for	few	frankly	feature	fuel	
	from	field	free/freedom	figure	furniture	
	fun	fighting	friend	finally	further	
		final	fruit	focus	fury/furry	
		first/firstly	full	force	futile	
		floor	funny	foreign	future	
		fly/flies	fur	forest		

Spelling reference list

	Simple	Common		Difficult		Challenging
G	get gift go going good got	game gain garden getting gizmo globe goes	goodness great greed ground group grownup growth	gadget general generation genius gesture gigantic global	government graphics grumble guess guide	gauge generalisation grandeur guarantee guillotine
H	hand harm has hat have he help her here him hot how hunt	habit handful happen happiness happy/ happiest hardly harsh haste head heavier high holidays hope/hoping	house however huge humans hundred	haphazard hazardous health hesitance hesitate hilarious history honest hopefully hopscotch horrify humorous hurriedly	hygiene	haemoglobin hallucinate humanitarian
I	I if in into is it	ice idea ignore imply important impress improve include income inside insight instead invent invest invite	involve islands	illegal imagination immediate implicate importance improvement increase incredible incur indecision individual industrial inexpensive influence information	injury insolent inspire instance instinct insurance intention interest interrupt introduction invisible ironic irrational issue	inconsequential inconsolable incorporate indecipherable interrogate intrigue invulnerable iridescent irrelevant irresponsible
J	just	jacket joke joyful	judge juice justly	jeopardy jewel jewellery	journey judgement	judicial juxtapose
K	keep kid	key keeping kitten	knee know	kilometres knowledge		kaleidoscope kayaking
L	land lay left leg lets long look lot	large lastly latest laugh lead learn least leave length	lesson/lessen likely limit little live/living local lonely lose/loose love	labour language laser library lightning limited litany literacy logical	lunar luxury	leisure liquefy litigious longevity luminescent

Spelling reference list

	Simple	Common		Difficult		Challenging
M	may me meet men much my	mainly major make many master match mean medium member mental merit metal middle might	mimic minor mistake mobile model modern money moral more mother movie music myself	machine magazine maintain majority manage manufacture massive maturity maximum measure memory mentality mention millions	mineral minimum minority minute mixture moderation monopoly morally motivation muscle mutual mystery myth	magnificent manageable manoeuvre mathematician mediaeval miniature mischievous misconstrue
N	no norm not now nut	nearest never new/newest nice noise/noisy normal nothing	numb	natural naughty negative negligent neighbour neither nervous	neutral nevertheless normally notice nowadays numerous nutrition	naivety narcissist necessary nonchalant noticeable notoriety nuisance
O	of old one our out	obtain offer often older once only ooze other ought	ourself outcome outside over own	obedient obesity oblige observe obvious occupy occur opinion opportunity	opposition optimist option ordinary organise original ourselves outweigh overstatement	obnoxious obscure obsesses obsessive occasionally occurrence opaque opinionated outrageous
P	park pay pet play put	pair panic parents passed paw/poor/ pour payment peace/piece peers people perfect person phone place plastic point pose power prefer	present prevent price problem profit program progress proof protect prove provide public pull	participate particular penalise penalty personal persuade picture platform pleasure plethora popular positive possible poverty powerful pray/prey precious presence	previously principal principle priority probable process procure produce properly prosperity prototype proven punctual punishment purchase pure/purely purpose pursuit	parallel peculiar pessimistic physically possess prevalence privileged psychiatrist psychology

Spelling reference list

	Simple	Common		Difficult		Challenging
Q		question quickly quiet/quite		quaint quality quantity	quench query questionable	queue quiescent
R	ran rest rid room run	rare racist really reason recover refuse regarding relax release relieve remote repair report reserve results	return reward right robot rough rubbish rude running	rational realise reality receive recent recognise recommend recreation reduce reference reflexes regulate relationship relaxation relevant	reluctant remember remnant repayment replenish represent reproduce require research resource responsible revenge revenue ridiculous	racquet rancour realistically reminiscent remuneration responsibility resurrect resuscitate rhythm ricochet rigorous
S	sad saw say seem she shed shut sick sit six so spot such	safety said same saving school scrape second secret selfish sense seven sexist shaping share sharp shiny shock shopper should show side sign simply single	sixth size skill some someone sound speak speech spent spoilt sprawl stable staple state stopped strange stress strong study style subject super sure/surely	satisfy sceptical scheme science scissors seize serious service several shoulder signal similar simplicity situation skateboard social solely solution special spectacular standard statement station strategy	structure subside success suitable summary summoned supervision supply support suppose surprise surround survive sweat system	sabotage sanctuary scintillate separate significance silhouette sovereign stationary stationery stereotypically strategically subtlety subtly sufficient

Spelling reference list

	Simple	Common		Difficult		Challenging
T	tall tells ten that the then thing this to top	taken tantrum teacher teenager their/there they/they're think thirdly though thought thousand three through throw tired	title together tomorrow too/two topic touch towards travel treat trick tries trouble truth twice type	taught technical technique technological television temperature tension terrible territory themselves theory therefore thorough threatening traditional	transfixed travelled treasure trophy typical	temperamental temporary therapeutic tournament traumatic
U	undo up	ugly unable underneath understand unfairly unfit until upset	use useful useless	unbelievable uncertain uncomfortable undecided understatement uneducated unethical unfortunately	unique unnatural urban urgency usage usual	ubiquitous unconscious undoubtedly unethically unfathomable unintentionally unnecessary unparalleled
V	vat vet	valid vanish very video view	visit	valuable value various vehicle version	victory violence virtual vision	vulnerable
W	was we went will wing wish with	wait wallet want warn waste water wear/where were what when whenever which while who	whole whose why window winner without word world worse worth would writing wrong	wary wealth wearisome weary weighed weight welfare whereas whether whilst wholly witness wonder worthwhile	wrapped	waive wilful wondrous
X Y Z	xbox xray yell yes you zoo	yardstick your yourself zapped		yacht yearn yield younger yourselves	youth zany zenith zodiac zoology	zephyr

Appendix L
Exemplar Script
Things should be regulated
with commentary

Too much money is spent on toys and games

People like to play with toys and games to have fun and to relax.

Some people think that too much money is spent on toys and games. They think the money could be used for more important things.

What do you think? Do you agree or disagree?

Perhaps you can think of ideas for both sides of this topic.

Write to convince a reader of your opinions.

- **Start with an introduction.** An introduction lets a reader know what you are going to write about.
- **Write your opinions on this topic.**
Give reasons for your opinions. Explain your reasons for your opinions.
- **Finish with a conclusion.** A conclusion sums up your reasons so that a reader is convinced of your opinions.

Remember to:

- plan your writing
- choose your words carefully to convince a reader of your opinions
- write in sentences
- pay attention to your spelling and punctuation
- use paragraphs to organise your ideas
- check and edit your writing so it is clear for a reader.



Is Too Much Money Spent on Toys and Games?

It is important for human beings to set aside time for leisure and recreational activities in order to relax and enjoy themselves.

However, it is not abnormal for people to become obsessed by such activities and spend too much time and money on them. As a teenager/adolescent, the reality is, a lot of time and money will often be spent on video games or toys for younger children. I believe that money spent on such things should be regulated.

As I mentioned earlier, it is important for us to participate in leisure and recreational activities. The reality is, many of these activities cost money, and that money is money gone from your or your parents/guardians savings. It is unnecessary for someone to purchase 10-15 video games when the person only really plays 4 or 5. This is ironic, because I, myself, am a culprit of such a thing, but I have learnt the hard way to spend my money more wisely.

Not only does spending too much on games and toys lose you or others money, it also makes you lose interest in more productive activities such as sports which keep you fit and healthy and expand your social networks. Although I and many others wish it was the case, playing with toys and video games doesn't exactly get you physically fit, although some games have been proven to improve eyesight and mental ability.

Although I have talked about the costs that games and toys can incur if not used in moderation, I still believe it is

important to allocate some money to such activities, to keep the person in a good frame of mind. However, spending too much money on these activities can also cause one to develop bad habits regarding how they spend their money as an adult. It is important for young adults to learn that leisure time is only one facet of life, and that everything should be done in moderation.

In conclusion, I believe it is important to allocate time and money to toys and games, however, everything must be done in moderation, and it is an important role of parents/guardians to ensure that time and money spent on these activities is regulated.

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Although I have talked about the costs that games and toys can incur if not used in moderation, I still believe it is important to allocate some money to such activities, to keep the person in a good frame of mind. However, spending too much money on those activities can also cause one to develop bad habits regarding how they spend their money as an adult. It is important for young adults to learn that leisure time is only one facet of life, and that everything should be done in moderation.

In conclusion, I believe it is important to allocate time and money for toys and games, however, everything must be done in moderation, and it is an important role of parents / guardians to ensure that time and money spent on these activities is regulated.

Comment [1]: Interrogative form of prompt

Comment [2]: Challenging spelling word

Comment [3]: Difficult spelling word

Comment [4]: Difficult spelling word

Comment [5]: Difficult spelling word

Comment [6]: Challenging spelling word

Comment [7]: Difficult spelling word

Comment [8]: Challenging spelling word

Comment [9]: Difficult spelling word

Comment [10]: Difficult spelling word

Comment [11]: Difficult spelling word

Comment [12]: Difficult spelling word.

Comment [13]: Difficult spelling word

Comment [14]: Challenging spelling word

Comment [15]: Difficult spelling word

Comment [16]: Difficult spelling word

Comment [17]: Challenging spelling word

Comment [18]: Difficult spelling word

Comment [19]: Why I, myself?

Comment [20]: Difficult spelling word

Comment [21]: Major problem in paper – vagueness and lack of detail. Describe the “hard way.”

Comment [22]: Difficult spelling word

Comment [23]: Difficult spelling word

Comment [24]: Challenging spelling word

Comment [25]: Difficult spelling word

Comment [26]: Difficult spelling word

Comment [27]: Difficult spelling word

Comment [28]: Difficult spelling word

Comment [29]: Difficult spelling word

Comment [30]: Difficult spelling word

Comment [31]: Difficult spelling word

Comment [32]: Challenging spelling word

Comment [33]: Difficult spelling word

Comment [34]: Difficult spelling word

Comment [35]: Difficult spelling word

Comment [36]: Difficult spelling word

Comment [37]: Difficult spelling word

Comment [38]: Difficult spelling word

Comment [39]: Difficult spelling word

Comment [40]: Difficult spelling word

things should be regulated

Criterion	Score	Annotations
1. Audience	6	Text establishes strong, credible voice. Values and attitudes are revealed. Writing is crafted to influence reader through sustained use of persuasive techniques. Control of language choices enables the reader to concentrate on the issues being presented.
2. Text structure	4	All components are well developed. The introduction foreshadows the argument that follows. The body develops each point of argument. Conclusion succinctly reinforces the argument that has been presented.
3. Ideas	5	Ideas are carefully selected and crafted to be highly persuasive. Benefits and drawbacks of toys and games to educational, social and recreational development are presented in a well organised manner with a balance between personal and social perspective. Cause and effect reasoning leads the reader through the text.
4. Persuasive devices	4	Effectively uses and maintains a range of persuasive devices appropriate to the style of argument: authoritative statements (<i>It is important</i>), personal opinions and experiences (<i>I still believe humans...; This is ironic because I ...</i>), modality (<i>everything should be done in moderation</i>), paired conjunctions for emphasis (<i>not only... but also</i>), repetition (<i>cost money, and that money is money gone...</i>).
5. Vocabulary	5	Language choice is well matched to the reasoned style of argument: <i>leisure and recreational activities, more productive activities, expand your social network, incur, used in moderation, frame of mind, develop bad habits, allocate time and money, ensure, regulated.</i>
6. Cohesion	4	A range of devices is used correctly and deliberately. Consistently correct use of referring words, text connectives, conjunctions, substitutions (<i>such things, such activities</i>) and word associations. Deliberate pronoun redundancy (<i>I, myself</i>) supports underlying relationships.
7. Paragraphing	3	Paragraphs are linked and are deliberately structured to progress and consolidate the argument. The cumulative structure assists the reader to follow the line of argument.
8. Sentence structure	6	Sentences are correct and consistently effective, e.g. paragraph four, first sentence. Dependent clause position is varied and controlled. Stylistically appropriate for text type.
9. Punctuation	4	All sentence punctuation is correct. Mostly correct use of other. Commas are mostly correct (incorrect after <i>myself</i>) and uses a comma instead of semicolon in last paragraph (<i>toys and games, however</i>). Correct apostrophe for contraction (<i>doesn't</i>) but missing apostrophe for possession (<i>parents/guardians savings</i>).
10. Spelling	6	Correct spelling of all words. Text meets requirements for Category 6. <u>Difficult words correct:</u> <i>recreational, activities, reality, regulated, mentioned, participate, guardians, purchase, ironic, culprit, productive, healthy, ability, incur, moderation, allocate, develop, facet, conclusion, ensure.</i> <u>Challenging words correct:</u> <i>leisure, adolescent, obsessed, physically, unnecessary.</i>