**asTTle writing assessment rubric for use with audit writing and assessment - relates asTTle levels to NZC**

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|  | **R1 - Level 1/2** | **R2 - Level 1/2** | **R3 - Level 1/2** | **R4 - Level 3/4** | **R5 - Level 4/5** | **R6 - Level 5/6** |
| **Ideas** | Ideas are unrelated to the topic. OR One brief, simple idea related to the topic. | Text has a few simple, unelaborated ideas related to the topic.  | Text has many simple, unelaborated ideas related to the topic. ORAn idea is related to the topic and has some basic elaboration. | Ideas are relevant and begin to show some complexity and text has one elaborated idea **or** text has several ideas that have some elaboration.  | Ideas are complex and elaborated.  | Ideas show insight, originality and some authority and/or reflection on the wider world. Ideas are deliberately selected, effective and elaborated. |
| **Structure** | Structural features and language features are inappropriate for purpose or absent.  | Some structural features are appropriate to purpose.  | Language features are mostly appropriate to purpose.  | Structural features are appropriate to purpose and some show development (may be one well-developed element with others less developed).  | Structural features are appropriate to purpose and are developed and mostly controlled and Language features are appropriate to purpose and mostly controlled.  | Structural features and language features are appropriate to purpose, controlled and effective.  |
| **Organisation** | Ideas are disconnected and/or random.  | Text attempts to group and sequence ideas.  | Ideas are grouped and sequenced, and text generally flows.  | Text shows control over grouping and sequencing of ideas but paragraphs are not used or are indicated incorrectly.  | Ideas are organised into basic paragraphs.  | Paragraphs support the development of the text.  |
| **Vocabulary** | Uses a small range of simple, everyday words and phrases from personal vocabulary.  | Uses a range of simple, everyday words and phrases from personal vocabulary.  | Uses a range of everyday words and phrases, with a small number of precise words to add detail.  | Uses a variety of precise words and phrases to add information and/or interest.  | Selects words and phrases to enhance meaning and/or mood.  | Precise language choices consistently enhance meaning and/or mood.  |
| **Sentence Structure** | Few correct sentences.  | Correct sentences are short and may have minimal extension.  | Correct sentences begin to show variety in structure and type.  | Correct sentences show variety in structure, length and type and have extending phrases and/or clauses.ORAll sentences are correct but repetitive.  | Sentences are controlled and show variety in structure, length and type and have extending phrases and/or clauses.  | Sentences are deliberately crafted to impact and engage.  |
| **Punctuation** | Little, no or random punctuation.  | Experimentation with sentence punctuation.  | Some correct use of sentence punctuation.  | Correct punctuation of most sentences – beginning and end – AND some correct use of other punctuation. OR Correct punctuation of ALL sentences – beginning and end – with no other punctuation used.  | Correct sentence punctuation AND correct use of other punctuation (contractions, commas in lists) with experimentation in complex punctuation (for example direct speech, commas for phrases and clauses).  | Punctuation assists meaning. Sentence punctuation is correct AND a wider range of other punctuation is used correctly, including capital letters.  |