

**Assessment Schedule – Term 3 2024**

**Literacy: Write texts to communicate ideas and information (32405)**

**Assessment Criteria**

Outcome 1	Outcome 2
Write meaningful texts for different purposes and audiences.	Use written language conventions to support communication.

**Evidence (Week one | 09–13 September 2024)**

Question ONE	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question TWO	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question THREE	Answer/Judgement	Outcome	
		1	2
(a)	Are you able to name any New Zealand writers? How many have you read or studied?		✓
(b)	b_i: through; b_ii: has		✓
(c)	because		✓
(d)	have been		✓
(e)	e_i: New Zealand's; e_ii: adults		✓
(f)	who is		✓

(g)	Donovan Bixley is a well-known author and illustrator. He has created or co-created over 100 books. In 2021 he was awarded the New Zealand Order of Merit.		✓
(h)	are		✓

**Evidence (Week two | 16–20 September 2024)**

Question ONE	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question TWO	Answer/Judgement	Outcome	
		1	2
	Marked according to writing rubric, included below.	✓	

Question THREE	Answer/Judgement	Outcome	
		1	2
(a)	Which New Zealand novels do you think are well known in Aotearoa? Do you know any short stories or poetry?		✓
(b)	b_i: Two; b_ii: too		✓
(c)	therefore		✓
(d)	are		✓
(e)	e_i: Jackson's; e_ii: awards		✓
(f)	could have		✓
(g)	Many writers in Aotearoa were inspired by others. It's important that we have strong role models of New Zealand writers. These include poets, short story writers, novelists, and playwrights.		✓
(h)	is		✓

Writing rubric	No evidence	Minimal evidence	Weak evidence	Sufficient evidence	Strong evidence
<p><b>Content</b> Quality of ideas / information and their development. Focus on what is said, rather than how it is said.</p>	<p>No response or limited to a few words or lines.</p>	<p>Idea(s) / information not relevant / appropriate for purpose and audience, and / or lack sufficient detail.</p>	<p>Idea(s) / information show some relevance / appropriateness for purpose and audience. Ideas are simple / straight forward with little development.</p>	<p>Idea(s) / information are relevant and appropriate for purpose and audience. Ideas show evidence of development / elaboration.</p>	<p>Idea(s) / information elaborated with specific details / examples / reasons that work together to build reader understanding.</p>
<p><b>Language choices</b> Appropriateness for purpose and audience, e.g., sentence types and variety, word choice, and language features.</p>	<p>No response or limited to a few words or lines.</p>	<p>Register and tone, not appropriate for purpose and audience. Language features, e.g., vocabulary and sentence types, are general and / or basic.</p>	<p>Register, tone, and language features, particularly vocabulary and sentence types, are sometimes appropriate for purpose and audience but lack variety / interest / consistency.</p>	<p>Register, tone, and language features, particularly vocabulary and sentence types, are appropriate for purpose and audience with some variety / interest for the reader.</p>	<p>Register, tone, and language features, particularly vocabulary and sentence types, have variety / interest for the reader and work effectively together for purpose and audience.</p>
<p><b>Structure / organisation</b> Overall flow of ideas across the text as a whole, e.g., connection and coherence.</p>	<p>No response or limited to a few words or lines.</p>	<p>Text structures inappropriate / do not assist reader understanding.</p>	<p>Text structures evident but used inconsistently / inappropriately. Text may lack coherence or require reader to “fill in the gaps”.</p>	<p>Text structures support reader understanding of ideas / information through logical sequencing / linking / paragraphing.</p>	<p>Text structures clearly support the communication of ideas / information to the reader, e.g., overall coherence and cohesion. Paragraphs may be used as appropriate to text type.</p>
<p><b>Accuracy</b> Correct use of text conventions, e.g., grammar, punctuation, spelling. Includes correct use of sentence structures, tenses, singular / plural forms, pronouns, and verb forms.</p>	<p>No response or limited to a few words or lines.</p>	<p>Technical errors, e.g., grammar, punctuation, spelling, interfere with meaning / reader understanding.</p>	<p>Text conventions, e.g., grammar, punctuation, spelling, communicate idea(s) / information but require work from the reader.</p>	<p>Text conventions, e.g., grammar, punctuation, spelling, used with sufficient accuracy to communicate idea(s) / information clearly.</p>	<p>A range of text conventions, e.g., grammar punctuation, spelling, used with accuracy and control to communicate idea(s) / information effectively.</p>