Assessment Schedule – Week one, Term 3, 2026

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 | 7–11 September 2026)

Question ONE	Answer / Judgement	Outcome		
		1	2	Mark A or H
	Marked according to writing rubric, included on page 3.	✓		H

Question TWO	Answer / Judgement	Outcome		
		1	2	Mark A or H
	Marked according to writing rubric, included on page 3.	✓		H

Question THREE	Answer / Judgement	Outcome		
		1	2	Mark A or H
(a)	am		✓	A
(b)	I enjoy swimming. Do you swim in the ocean?		✓	A
(c)	competitive		✓	A
(d)	commit		✓	A
(e)	them		✓	A
(f)	We are happy our rugby team won the game, but it was a close one. Although the players were exhausted, they never stopped trying.		✓	A
(g)	are		✓	A
(h)	Hiking is a fun challenge. I want to hike up Mount Taranaki.		✓	A

Writing rubric	No evidence	Minimal evidence	Weak evidence	Sufficient evidence	Strong evidence
Content 1.1 Quality of idea(s) / information and their development. Focus on what is said, rather than how it is said.	No response or limited to a few words or lines.	Idea(s) / information not relevant / appropriate for purpose and audience, and / or lack sufficient detail.	Idea(s) / information show some relevance / appropriateness for purpose and audience. Ideas are simple / straightforward with little development.	Idea(s) / information are relevant and appropriate for purpose and audience. Ideas show evidence of development / elaboration.	Idea(s) / information elaborated with specific details / examples / reasons that work together to build reader understanding.
Structure / organisation 1.2 Overall flow of ideas across the text as a whole (e.g. connection and coherence).	No response or limited to a few words or lines.	Text structures inappropriate / do not assist reader understanding.	Text structures evident but used inconsistently / inappropriately. Text may lack coherence or require reader to 'fill in the gaps'.	Text structures support reader understanding of ideas / information through logical sequencing / linking / paragraphing.	Text structures clearly support the communication of ideas / information to the reader (e.g. overall Paragraphs may be used
Language choices 1.3 Appropriateness for purpose and audience (e.g. sentence types and variety, word choice, and language features).	No response or limited to a few words or lines.	Register and tone not appropriate for purpose and audience. Language features (e.g. vocabulary and sentence types) are general and / or basic.	Register, tone, and language features, particularly vocabulary and sentence types, are sometimes appropriate for purpose and audience but lack variety / interest / consistency.	Register, tone, and language features, particularly vocabulary and sentence types, are appropriate for purpose and audience with some variety / interest for the reader.	Register, tone, and language features, particularly vocabulary and sentence types, have variety / interest for the reader and work effectively together for purpose and
Accuracy 1.4 Correct use of text conventions (e.g. grammar, punctuation, and spelling). Includes correct use of sentence structures, tenses, singular / plural forms, pronouns, and verb forms.	No response or limited to a few words or lines.	Technical errors (e.g. grammar, punctuation, and spelling) interfere with meaning / reader understanding.	Text conventions (e.g. grammar, punctuation, and spelling) communicate idea(s) / information but require work from the reader.	Text conventions (e.g. grammar, punctuation, and spelling) used with sufficient accuracy to communicate idea(s) / information clearly.	A range of text conventions (e.g. grammar punctuation, and spelling) used with accuracy and control to communicate idea(s) /