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| ***Outcome*** | **Organisers** | **Criteria** | **Limited Achievement** | **E** | **Basic Achievement** | **D** | **Sound Achievement** | **C** | **High Achievement** | **B** | **Outstanding Achievement** | **A** |
| ***W2.9*** | Independent Writing | ***Writes a procedure*** | Writes with little structure or purpose. | | Requires assistance to create a procedure that includes a goal, materials and a few steps. | | Independently writes a procedure that includes a goal, materials needed and steps. | | Independently writes a procedure with attention to detail and in logical steps.  . | | Independently writes a procedure with great attention to detail and optional information eg variations or cautions. | |
| ***Planning and editing*** | Reliant on teacher for all planning and editing | | Attempts to plan with significant teacher support using a scaffold. Reliant on teacher for all editing. | | Independently plans and sequences texts using a scaffold. Recognises errors in own writing with teacher assistance. | | Independently plans. Proofreads and edits own work to improve text. Text is mostly grammatically accurate. | | Independently plans. Consistently produces texts that show evidence of significant improvements, editing and proofreading. | |
| ***WS2.10*** | Grammar | ***Uses correct***  ***sentence structure*** |  | |  | | Use of short and concise steps. | | Steps start with an action verb. | | Use of detailed steps and extensive use of effective verbs and adverbs. Steps written as commands | |
| Tense | ***Accurate tense & number in verb groups.*** | Attempts to include verbs in text. | | Uses different types of verbs. | | Writes in correct tense and does not switch between tenses. Includes some action verbs, adverbs and appropriate adjectives. | | Consistently uses correct tense. | | Always uses correct tense. | |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | | No Sub- heading present | | Uses sub-headings for some of the text | | Correct use of sub-headings | | Correct use of sub-headings | |
| *Punctuation* | **Uses correct punctuation in published versions of own writing.** | Often writes without capital letters and full stops. | | Attempts some capital letters and full stops. | | Uses basic punctuation correctly most of the time. | | Uses most punctuation correctly. | | Uses punctuation correctly. | |
| ***WS2.14*** | Text Structure | ***Organisational***  ***structure of***  ***exposition*** | Lack of structure in the text. | | Has an orientation and some events. | | With a plan as a guideline uses correct textual features | | Uses correct textual features. | | Uses the correct textual features depending on the type of procedure this may change (eg: ingredients or materials) | |
| *WS2.11* | Spelling | ***Spelling*** | Attempts to spell using letter combinations and blends. | | Spells some high frequency words correctly. Spell unknown words phonetically. | | Spells most high frequency words correctly.  Uses knowledge of word parts, base words and spelling words to spell unknown words. | | Spells all high frequency words correctly.  Consistently uses knowledge of word parts, base words and spelling words to spell unknown words. | | Spells all high frequency words correctly and also spells more difficult words. | |