<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Achievement Standard Descriptor</th>
<th>Success Criteria</th>
</tr>
</thead>
</table>
| **Well Above**    | • create sophisticated detailed texts elaborating on key ideas for a range of purposes and audiences  
• demonstrate a comprehensive understanding of grammar, and generally make considered vocabulary choices to enhance cohesion and structure in their writing  
• consistently use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria  
• comprehensively understand how language features and language patterns can be used for emphasis | • Planning completed considering structure, characters, possible sub-plots and interesting vocabulary to use.  
• Writes an original and imaginative piece that captures the attention of the reader. Uses show not tell technique. Multiple events and characters are connected for the purpose of the story.  
• Describes characters and events using dialogue, action and added detail. Descriptions show some interesting contrasts between characters.  
• Uses a range of language features including sentence structure (compound and complex sentences), noun group/phrases, vocabulary, punctuation and figurative language, in order to make meaning, in a discerning and convincing manner.  
• Writing style is appropriate to the mood of the piece. Tense and writer’s perspective is confidently managed.  
• Punctuation is consistently correct and used for effect.  
• Spelling is accurate with minor errors. |
| **Above**         | • mostly, create detailed texts elaborating on key ideas for a range of purposes and audiences  
• demonstrate a thorough understanding of grammar, and mostly make considered vocabulary choices to enhance cohesion and structure in their writing  
• mostly use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria  
• mostly understand how language features and language patterns can be used for emphasis | • Planning completed, considering structure and characters.  
• Writes an original and imaginative piece that captures the attention of the reader. Uses show not tell technique. Uses at least 2 developed characters. Each idea leads to another as the story progresses.  
• Describes characters and events using dialogue, action and added detail.  
• Uses language features including sentence structure (compound and complex sentences), noun group/phrases, vocabulary, punctuation and figurative language effectively, in order to make meaning.  
• There is evidence of style in the poem or prose where the writer’s perspective and tense are maintained throughout.  
• Punctuation is consistently correct.  
• Spelling is mostly accurate. |
| **At**            | • create adequately detailed texts elaborating on key ideas for a range of purposes and audiences  
• demonstrate a general understanding of grammar, and generally make considered vocabulary choices to enhance cohesion and structure in their writing  
• generally, use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria  
• generally, understand how language features and language patterns can be used for emphasis | • Some evidence of planning.  
• Writes an original piece using a clear structure when writing with a beginning/orientation, middle/problem and events and a satisfying ending/problem resolved. Ideas throughout the story are linked.  
• Provides detail about events or characters that add some interest.  
• Uses language features including sentence structure (compound sentences), noun group/phrases, vocabulary, punctuation and figurative language appropriately in order to make meaning.  
• Generally, maintains the same tense and perspective throughout.  
• Punctuation is generally correct. |
<table>
<thead>
<tr>
<th>Progressing</th>
<th>Beginning</th>
</tr>
</thead>
</table>
| • create partially detailed texts elaborating on key ideas for a range of purposes and audiences  
• demonstrate a basic understanding of grammar, and generally make considered vocabulary choices to enhance cohesion and structure in their writing  
• use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria with guidance  
• understand how language features and language patterns can be used for emphasis with guidance | • Limited, if any evidence of planning.  
• Writes a piece of writing that is not original and/or involves 1 – 2 basic characters with a disjointed plot.  
• Ideas are not linked and very limited detail is provided to engage the reader.  
• Uses a very limited range of descriptive vocabulary. Requires guidance to use language features including sentence structure, noun group/phrases, vocabulary, punctuation and figurative language in order to make meaning.  
• Spelling and punctuation is not accurate throughout.  

• No evidence of planning.  
• Writes a piece of writing that may be incomplete and ideas are not linked. Involves 1 basic character.  
• Very limited or irrelevant detail is provided to engage the reader.  
• No descriptive vocabulary used. Requires substantial support to use language features including sentence structure, noun group/phrases, vocabulary, punctuation and figurative language in order to make meaning.  
• Spelling and punctuation is not accurate throughout, making the writing difficult to understand.  

• create texts with limited detail with a cursory elaboration on key ideas for a limited range of purposes and audiences  
• demonstrate little understanding of grammar, and requires significant direction to make considered vocabulary choices to enhance cohesion and structure in their writing  
• use little accuracy with spelling and punctuation for clarity and requires direction to make and explain editorial choices based on criteria  
• requires significant direction to understand how language features and language patterns can be used for emphasis |