

# Year 1 Writing Reporting Rubric



Te Tāhuhu o  
te Mātauranga  
Ministry of Education

Te Kāwanatanga  
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New Zealand Government

<b>Elements</b> At the end of their first 6 months at school, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>form lowercase letters correctly and legibly, with each letter sitting on the line</li> <li>identify the dominant phonemes in words and use their phoneme-to-grapheme knowledge to record them in the correct order</li> <li>correctly spell five or more words from their oral vocabulary, including their own name</li> </ul>					
<b>Composition</b>					
<ul style="list-style-type: none"> <li>orally retell an event, share learnt information, and state an opinion or preference</li> </ul>					
<b>Writing Processes</b>					
<ul style="list-style-type: none"> <li>say a sentence, write it down, and end it with a full stop</li> <li>begin at the margin and leave spaces between words</li> <li>reread and check their sentence, adding missing capital letters and full stops.</li> </ul>					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

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<b>Elements</b> At the end of their first year at school, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>form letters correctly and legibly, with consistent size, appropriate spacing, and placement on the line</li> <li>segment the words they want to write into phonemes and apply their knowledge of grapheme-phoneme correspondences to produce readable spellings</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>write in complete sentences, using capital letters and full stops accurately</li> <li>write sentences to retell an event, share learnt information, and express an opinion or state a preference</li> </ul>					
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>orally plan each of their sentences</li> <li>reread and check sentences as they write.</li> </ul>					

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For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 2 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 2, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>form letters correctly and legibly, with appropriate size, placement, and spacing</li> <li>spell words accurately, including those with adjacent consonants, consonant blends, and some long vowel patterns</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>write in complete sentences, using capital letters and full stops accurately</li> <li>plan and write a short series of sentences — both simple and compound — to tell a story, share information on a topic, or express an opinion</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> </ul>
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>orally organise ideas and plan sentences before writing</li> <li>reread and check each sentence and make corrections.</li> </ul>				<b>Students:</b> <ul style="list-style-type: none"> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 3 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 3, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>produce legible handwriting with automaticity</li> <li>spell most single-syllable words with long vowel patterns and some words with simple suffixes or contractions</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>write using a range of sentence structures, including complex sentences, to express their ideas</li> <li>write stories that describe lived or imaginary events</li> <li>write single-paragraph texts that develop an idea or opinion about a topic</li> </ul>					
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>use simple organisers and notes to plan writing</li> <li>reread and make corrections to grammar and sentence structure to clarify meaning.</li> </ul>					

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# Year 4 Writing Reporting Rubric



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<b>Elements</b> By the end of Year 4, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>• write multi-paragraph texts with legible and fluent handwriting</li> <li>• spell multi-syllable words with long vowels and common affixes</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand some concepts and strategies for learning with significant guidance and assistance</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand concepts and strategies for learning with some guidance</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• apply familiar strategies to reinforce their learning with increasing independence</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can consistently apply learning strategies confidently, accurately and independently</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• use higher level thinking strategies to reflect on their learning</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>• use a range of sentence structures with correct beginning and end punctuation</li> <li>• plan and write with a clear audience in mind, selecting appropriate text types and vocabulary suited to the purpose of their writing</li> <li>• write non-fiction paragraphs that include a topic sentence, supporting detail sentences, and a concluding sentence</li> <li>• write narratives that introduce characters and a setting followed by a clear sequence of events</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can make some connections and apply knowledge with significant guidance and assistance</li> <li>• make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can learn facts and apply knowledge in familiar contexts with some support</li> <li>• are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• often recall and use knowledge with growing confidence</li> <li>• are beginning to transfer knowledge to new contexts</li> <li>• can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can independently use their knowledge in a variety of situations</li> <li>• can often apply knowledge to new contexts</li> <li>• can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>• often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• consistently connect ideas and concepts across different contexts</li> <li>• deepen their ideas, thinking and understanding</li> <li>• can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>• consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>• use organisers and notes to plan writing</li> <li>• reread and revise writing to improve clarity.</li> </ul>					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 5 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 5, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>• write longer texts with legible handwriting</li> <li>• spell most words they use, including homophones and contractions</li> <li>• apply spelling rules when adding suffixes</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand some concepts and strategies for learning with significant guidance and assistance</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand concepts and strategies for learning with some guidance</li> <li>• can learn facts and apply knowledge in familiar contexts with some support</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• apply familiar strategies to reinforce their learning with increasing independence</li> <li>• often recall and use knowledge with growing confidence</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can consistently apply learning strategies confidently, accurately and independently</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• use higher level thinking strategies to reflect on their learning</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>• use a range of sentence structures with correct beginning and end punctuation</li> <li>• plan and write with a clear audience and purpose in mind, choosing the most appropriate text type for their writing</li> <li>• produce multi-paragraph texts across a range of genres</li> <li>• write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph</li> <li>• write narratives that include an orientation, describe a sequence of events, and have a resolution</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can make some connections and apply knowledge with significant guidance and assistance</li> <li>• make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• are beginning to transfer knowledge to new contexts</li> <li>• can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can independently use their knowledge in a variety of situations</li> <li>• can often apply knowledge to new contexts</li> <li>• can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>• often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• consistently connect ideas and concepts across different contexts</li> <li>• deepen their ideas, thinking and understanding</li> <li>• can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>• consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>• use organisers suitable to the text type and notes to organise and plan writing</li> <li>• reread and revise continuously while writing.</li> </ul>					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 6 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 6, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>
<ul style="list-style-type: none"> <li>• write legibly and with automaticity</li> <li>• spell words, including those with less-common vowel and consonant graphemes, affixes, and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• understand some concepts and strategies for learning with significant guidance and assistance</li> </ul>	<ul style="list-style-type: none"> <li>• understand concepts and strategies for learning with some guidance</li> </ul>	<ul style="list-style-type: none"> <li>• apply familiar strategies to reinforce their learning with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li>• can consistently apply learning strategies confidently, accurately and independently</li> </ul>	<ul style="list-style-type: none"> <li>• use higher level thinking strategies to reflect on their learning</li> </ul>
<b>Composition</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>	<b>Students:</b>
<ul style="list-style-type: none"> <li>• use a range of sentence structures with consistent beginning and end punctuation</li> <li>• plan and write for an intended audience, making deliberate choices about text type, style, and language to suit the purpose</li> <li>• write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph, using headings and subheadings where appropriate</li> <li>• write narratives that include an orientation, paragraphs describing a sequence of events that build tension, and a resolution that brings the story to a close</li> </ul>	<ul style="list-style-type: none"> <li>• can make some connections and apply knowledge with significant guidance and assistance</li> <li>• make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<ul style="list-style-type: none"> <li>• can learn facts and apply knowledge in familiar contexts with some support</li> <li>• are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<ul style="list-style-type: none"> <li>• often recall and use knowledge with growing confidence</li> <li>• are beginning to transfer knowledge to new contexts</li> <li>• can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<ul style="list-style-type: none"> <li>• can independently use their knowledge in a variety of situations</li> <li>• can often apply knowledge to new contexts</li> <li>• can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>• often shares their ideas to grow and build knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• consistently connect ideas and concepts across different contexts</li> <li>• deepen their ideas, thinking and understanding</li> <li>• can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>• consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Writing Processes</b>					
<ul style="list-style-type: none"> <li>• select and use organisers suitable to the text type</li> <li>• make notes from a variety of sources and organise them into categories</li> <li>• reread and revise writing continuously.</li> </ul>					

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# Year 7 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 7, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>keyboard efficiently and accurately</li> <li>spell words, including topic-specific vocabulary and words with ambiguous patterns</li> </ul>					
<b>Composition</b>					
<ul style="list-style-type: none"> <li>craft sentences to communicate ideas and illustrate relationships</li> <li>use varied and complex punctuation to communicate meaning</li> <li>write multi-paragraph texts for specific purposes, organising information and ideas using structures that best suit the purpose and audience</li> <li>when writing to entertain, structure paragraphs to create a clear sequence of events and provide a resolution or sense of closure that follows logically from the rest of the text</li> <li>when writing to inform, clearly introduce the topic, organise ideas and information logically into paragraphs, and incorporate headings and visual features such as illustrations, charts, and tables</li> <li>when writing to persuade, introduce a preferred position, support it with clear reasons and relevant evidence, and conclude by restating their position</li> </ul>					
<b>Writing Processes</b>					
<ul style="list-style-type: none"> <li>revise and edit texts, paying attention to the style and clarity of the writing and how it suits the intended audience and purpose</li> <li>plan and craft multi-paragraph texts.</li> </ul>					

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# Year 8 Writing Reporting Rubric



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<b>Elements</b> At the end of Year 8, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Transcription</b> <ul style="list-style-type: none"> <li>express and record their ideas using both handwriting and keyboarding, demonstrating accurate spelling and correct use of a range of punctuation</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>
<b>Composition</b> <ul style="list-style-type: none"> <li>plan and write multi-paragraph texts that deliberately combine modes and text types to suit the purpose</li> <li>when writing to entertain, sequence events, thoughts, or experiences clearly, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows logically from the rest of the text</li> <li>when writing to inform, clearly introduce the topic, provide a preview of what will be covered, organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases, and write concluding paragraphs highlighting the most important points</li> <li>when writing to persuade, introduce a preferred position, acknowledge alternative or opposing views, support their position with logical reasoning and relevant evidence, and conclude by restating their position</li> </ul>					
<b>Writing Processes</b> <ul style="list-style-type: none"> <li>revise and edit texts, paying attention to the style, flow, and clarity of the writing.</li> </ul>					

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 9 Writing Reporting Rubric



Te Tāhuhu o  
te Mātauranga  
Ministry of Education

Te Kāwanatanga  
o Aotearoa  
New Zealand Government

<b>Elements</b> At the end of Year 9, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Crafting Texts</b> <ul style="list-style-type: none"> <li>• craft texts for a range of purposes and audiences, applying appropriate language, structural, and stylistic features</li> <li>• use accurate grammar, punctuation, and vocabulary to communicate meaning, adjusting tone and formality to suit context</li> <li>• when writing to entertain, inform, persuade, or discuss ideas, plan and develop a sequence of ideas at conceptual, paragraph, and whole-text levels</li> <li>• use appropriate language, structural, and stylistic features for their selected audience and purpose, supporting their ideas with well-chosen details.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand some concepts and strategies for learning with significant guidance and assistance</li> <li>• can make some connections and apply knowledge with significant guidance and assistance</li> <li>• make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• understand concepts and strategies for learning with some guidance</li> <li>• can learn facts and apply knowledge in familiar contexts with some support</li> <li>• are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• apply familiar strategies to reinforce their learning with increasing independence</li> <li>• often recall and use knowledge with growing confidence</li> <li>• are beginning to transfer knowledge to new contexts</li> <li>• can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• can consistently apply learning strategies confidently, accurately and independently</li> <li>• can independently use their knowledge in a variety of situations</li> <li>• can often apply knowledge to new contexts</li> <li>• can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>• often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• use higher level thinking strategies to reflect on their learning</li> <li>• consistently connect ideas and concepts across different contexts</li> <li>• deepen their ideas, thinking and understanding</li> <li>• can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>• consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.

# Year 10 Writing Reporting Rubric



Te Tāhuhu o  
te Mātauranga  
Ministry of Education

Te Kāwanatanga  
o Aotearoa  
New Zealand Government

<b>Elements</b> At the end of Year 10, students who are proficient in writing can independently:	<b>Emerging</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Proficient</b>	<b>Exceeding</b>
<b>Crafting Texts</b> <ul style="list-style-type: none"> <li>plan and craft texts, selecting and adapting language, structural, and stylistic features that suit a range of audiences and purposes and reflect the demands of different forms</li> <li>use grammar, punctuation, and vocabulary with precision to support clarity, coherence, and style</li> <li>when writing literary essays, develop a thesis that presents a clear case, structure body paragraphs to build an argument, use relevant evidence and contextual knowledge to support their interpretation of authorial choices, and conclude by rephrasing the thesis and reinforcing key insights.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand some concepts and strategies for learning with significant guidance and assistance</li> <li>can make some connections and apply knowledge with significant guidance and assistance</li> <li>make progress in line with goals described in their personalised learning plan with significant support.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>understand concepts and strategies for learning with some guidance</li> <li>can learn facts and apply knowledge in familiar contexts with some support</li> <li>are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>apply familiar strategies to reinforce their learning with increasing independence</li> <li>often recall and use knowledge with growing confidence</li> <li>are beginning to transfer knowledge to new contexts</li> <li>can reflect on and explain their ideas clearly to express what they could do better.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>can consistently apply learning strategies confidently, accurately and independently</li> <li>can independently use their knowledge in a variety of situations</li> <li>can often apply knowledge to new contexts</li> <li>can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning</li> <li>often shares their ideas to grow and build knowledge.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>use higher level thinking strategies to reflect on their learning</li> <li>consistently connect ideas and concepts across different contexts</li> <li>deepen their ideas, thinking and understanding</li> <li>can use their learning in purposeful and innovative ways to make sense of complex ideas</li> <li>consistently reflects on ideas to test, challenge and extend their knowledge.</li> </ul>

The purpose of this rubric is to support teachers to make an informed decision when selecting a Progress Descriptor to describe a student's progress. For more detail to inform your teaching and learning programme, please refer to the English learning area.