Te Tāhuhu o te Mātauranga
Ministry of Education

Writing Reporting Rubrics

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Click on your year

The purpose of these rubrics is to support teachers to make informed decisions 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:

https://newzealandcurriculum.tahurangi.education.govt.nz/5637239089.p

New Zealand Government
Te Kāwanatanga o Aotearoa

October 2026

Year 1* **Writing Reporting Rubric**

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Ministry of Education

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Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • form lowercase letters recognisably, with many letters formed correctly and sitting on the line • identify some dominant phonemes in words and record corresponding graphemes for some sounds • correctly spell their own name and two or three other highly familiar words.	**Transcription** • form lowercase letters correctly and legibly, with each letter sitting on the line • identify the dominant phonemes in words and use their phoneme-to-grapheme knowledge to record them in the correct order • correctly spell five or more words from their oral vocabulary, including their own name.	**Transcription** • form letters correctly and legibly, with consistent size, appropriate spacing, and placement on the line • segment the words they want to write into phonemes and apply their knowledge of grapheme-phoneme correspondences to produce readable spellings.	Consistently demonstrate all the knowledge and practices in **Transcription** at 6 months/Year 1 and use these to print fluently and spell some words correctly.

* This Year 1 reporting rubric covers progress at the end of the first six months and the end of the first year.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor.	**Composition** • orally share a personal experience, familiar information, or a preference in response to prompts and questions.	**Composition** • orally retell an event, share learnt information, and state an opinion or preference.	**Composition** • write complete sentences to retell an event, share learnt information, and express an opinion or state a preference • use capital letters and full stops accurately.	Consistently demonstrate all the knowledge and practices in **Composition** at 6 months/Year 1 and use these to create content with depth, complexity, and independence.
	Writing Processes • say a simple sentence and record some of the words in writing • write from left to right, and separate some words with spaces • reread their writing and make some necessary changes when prompted, including adding a capital letter or full stop.	**Writing Processes** • say a sentence, write it down, and end it with a full stop • begin at the margin and leave spaces between words • reread and check their sentence, adding missing capital letters and full stops.	**Writing Processes** • orally plan each of their sentences • reread and check sentences as they write.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at 6 months/Year 1 and use these to create content with depth, complexity, and independence.

Year 2 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • form letters correctly and legibly in short writing tasks, with generally appropriate size, placement, and spacing • spell familiar words using their knowledge of phoneme-grapheme correspondences, producing mostly readable spellings and accurately representing some adjacent consonants and consonant blends.	**Transcription** • form letters correctly and legibly in longer pieces of writing, maintaining appropriate size, placement, and spacing most of the time • spell familiar words accurately and apply their knowledge of adjacent consonants, consonant blends, and common long vowel patterns in their writing, with some errors.	**Transcription** • form letters correctly and legibly, with appropriate size, placement, and spacing • spell words accurately, including those with adjacent consonants, consonant blends, and some long vowel patterns.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 2 and use these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • write two or more linked sentences to retell an event, share learnt information, or express an opinion or preference • use capital letters and full stops accurately, with support.	**Composition** • write a series of connected sentences (including some compound) with support to tell a story, share information on a topic, or express an opinion • write complete sentences, usually using capital letters and full stops accurately, with occasional prompting.	**Composition** • write in complete sentences, using capital letters and full stops accurately • write a short series of sentences — both simple and compound — to tell a story, share information on a topic, or express an opinion.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 2 and use these to create content with depth, complexity, and independence.
	Writing Processes • orally identify and sequence ideas before writing • reread sentences as they write to check that their message makes sense.	**Writing Processes** • orally organise ideas and plan some sentences before writing • reread sentences as they write and make simple changes to improve clarity.	**Writing Processes** • orally organise ideas and plan sentences before writing • reread and check each sentence and make corrections.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 2 and use these to create content with depth, complexity, and independence.

Year 3 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • produce consistently legible handwriting • spell many single-syllable words with common long vowel patterns.	**Transcription** • produce consistently legible handwriting at an appropriate writing pace • spell many single-syllable words with long vowel patterns and begin to spell words with simple suffixes or contractions.	**Transcription** • produce legible handwriting with automaticity • spell most single-syllable words with long vowel patterns and some words with simple suffixes or contractions.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 3 and use these to create content with depth, complexity, and independence.
	Composition • write using simple and compound sentence structures to express their ideas • write stories that recount lived or imaginary events • write a single paragraph text that expresses an idea or opinion about a topic using a scaffold e.g., sentence stems.	**Composition** • write using a range of sentence structures, including one complex sentence, to express their ideas • write stories that recount lived or imaginary events with some detail • write a single paragraph text that explores an idea or opinion about a topic.	**Composition** • write using a range of sentence structures, including complex sentences, to express their ideas • write stories that describe lived or imaginary events • write single paragraph texts that develop an idea or opinion about a topic.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 3 and uses these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Writing Processes** • use simple organisers to plan writing • with support, reread and make corrections to sentence structure to strengthen meaning.	**Writing Processes** • use simple organisers and notes to plan writing with growing independence • with support, reread and make corrections to grammar and sentence structure to refine meaning.	**Writing Processes** • use simple organisers and notes to plan writing • reread and make corrections to grammar and sentence structure to clarify meaning.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 3 and uses these to create content with depth, complexity, and independence.

Year 4 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • produce legible handwriting with automaticity in short writing tasks • spell some multi-syllable words with long vowels and common affixes.	**Transcription** • produce legible handwriting consistently across longer pieces of writing • spell many multi-syllable words with long vowels and common affixes accurately.	**Transcription** • write multi-paragraph texts with legible and fluent handwriting • spell multi-syllable words with long vowels and common affixes.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 4 and uses these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • use mainly simple and compound sentence structures with correct beginning and end punctuation, and may include complex sentences • plan and write with an audience in mind, beginning to use appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a topic sentence, some supporting sentences, and a concluding sentence • write stories about lived or imaginary events that include people, places, or objects, and a sequence of events.	**Composition** • use a range of simple, compound and complex sentence structures with correct beginning and end punctuation most of the time • plan and write with an audience in mind, generally using appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a position, a topic sentence, supporting sentences that develop the idea, and a concluding sentence • write narratives that introduce characters or a setting and include a sequence of related events.	**Composition** • use a range of sentence structures with correct beginning and end punctuation • plan and write with a clear audience in mind, selecting appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a topic sentence, supporting detail sentences, and a concluding sentence • write narratives that introduce characters and a setting followed by a clear sequence of events.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 4 and uses these to create content with depth, complexity, and independence.
	Writing Processes • use notes and a provided organiser to plan writing • reread writing and identify simple grammar and sentence structure errors with support.	**Writing Processes** • choose from a range of organisers and use notes to plan writing • reread writing and correct grammar and sentence structure errors to improve meaning and clarity.	**Writing Processes** • use organisers and notes to plan writing • reread and revise writing to improve clarity.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 4 and uses these to create content with depth, complexity, and independence.

Year 5 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • produce legible handwriting across longer writing tasks with increasing consistency • spell most frequently used words, including common homophones and contractions • attempts to apply spelling rules when adding suffixes.	**Transcription** • sustain legible handwriting throughout extended writing tasks with increasing fluency • spell many of the words they use accurately, including common homophones and contractions • often apply spelling rules when adding suffixes.	**Transcription** • write legibly and fluently across extended texts with increasing automaticity • spell most words they use, including homophones and contractions • apply spelling rules when adding suffixes.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 5 and use these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • use a limited range of sentence structures with mostly correct beginning and end punctuation • plan and write with an audience and purpose in mind, experimenting with different text types • use paragraphs in some texts across a range of genres, although paragraph breaks may not always match changes in ideas • write non-fiction using paragraphs to group related ideas, with some sequencing of information • write narratives that establish a basic orientation and describe a sequence of events.	**Composition** • use some varied sentence structures with generally correct beginning and end punctuation • plan and write with an audience and purpose in mind, choosing an appropriate text type for their writing • use paragraphs to group related ideas across a range of genres, with increasing consistency • write non-fiction with consistent paragraphing and logical sequencing of ideas across the text • write narratives that include an orientation, a connected sequence of events, and a simple resolution.	**Composition** • use a range of sentence structures with correct beginning and end punctuation • plan and write with a clear audience and purpose in mind, choosing the most appropriate text type for their writing • produce multi-paragraph texts across a range of genres • write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph • write narratives that include an orientation, describe a sequence of events, and have a resolution.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 5 and use these to create content with depth, complexity, and independence.
	Writing Processes • use notes and a provided organiser to plan writing • reread writing and make simple changes to improve clarity with support.	**Writing Processes** • choose from a range of organisers and use notes to plan writing • reread writing during and after drafting, making changes to improve clarity and meaning.	**Writing Processes** • use organisers suitable to the text type and notes to organise and plan writing • reread and revise continuously while writing.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 5 and use these to create content with depth, complexity, and independence.

Year 6 **Writing Reporting Rubric**

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Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • sustain legible handwriting throughout longer writing tasks • spell most commonly used words correctly, including words with familiar vowel and consonant graphemes.	**Transcription** • write legibly with increasing automaticity across writing tasks • spell most commonly used words correctly, including words with familiar vowel and consonant graphemes and simple affixes.	**Transcription** • write legibly and with automaticity • spell words, including those with less-common vowel and consonant graphemes, affixes, and apostrophes.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 6 and use these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • use a range of sentence structures with increasingly consistent beginning and end punctuation • plan and write for an intended audience, choosing an appropriate text type for the purpose • write non-fiction that includes an introductory paragraph, paragraphs that develop related ideas, and a concluding paragraph, organising information into logical sections • write narratives that include an orientation, a sequence of related events, and a resolution.	**Composition** • use a range of sentence structures with mostly consistent beginning and end punctuation • plan and write for an intended audience, making appropriate choices about text type and language to suit the purpose • write non-fiction that includes an introductory paragraph, paragraphs that develop related ideas, and a concluding paragraph, using headings to identify sections where appropriate • write narratives that include an orientation, a sequence of connected events that develop a problem or challenge, and a resolution that brings the story to a close.	**Composition** • use a range of sentence structures with consistent beginning and end punctuation • plan and write for an intended audience, making deliberate choices about text type, style, and language to suit the purpose • write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph, using headings and subheadings where appropriate • 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.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 6 and use these to create content with depth, complexity, and independence.
	Writing Processes • use a provided organiser suitable to the text type to record and organise ideas for writing • reread writing during and after drafting and make simple changes to improve meaning with support.	**Writing Processes** • choose from a range of organisers suitable to the text type and use notes to organise ideas for writing • reread writing during and after drafting, making changes to improve clarity and meaning.	**Writing Processes** • select and use organisers suitable to the text type • make notes from a variety of sources and organise them into categories • reread and revise writing continuously.	Consistently demonstrate all the knowledge and practices in **Writing processes** at Year 6 and use these to create content with depth, complexity, and independence.

Year 7 **Writing Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • handwrite legibly with automaticity and begin to keyboard with accuracy • attempts to spell many words, and topic-specific vocabulary.	**Transcription** • handwrite legibly with automaticity and keyboard with growing efficiently and with increasing accurately • spell most words, including some topic-specific vocabulary, with increasing accuracy.	**Transcription** • handwrite legibly with automaticity and keyboard efficiently and accurately • spell words, including topic-specific vocabulary and words with ambiguous patterns.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 7 and use these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • use sentence variety to communicate one or more ideas across a text • accurately use basic punctuation and attempt to use increasingly complex punctuation to communicate meaning • write multi-paragraph texts for specific purposes, attempting to organise information and ideas that show some awareness of audience • when writing to entertain, structure paragraphs to create a sequence of events and provide a resolution or sense of closure • when writing to inform, introduce the topic, organise ideas and information into paragraphs, and incorporate headings • when writing to persuade, introduce a position, support it with some reasons and evidence that may vary in effect, and come to a conclusion that may restate their position.	**Composition** • use sentence variety to connect ideas across a text • use increasingly varied and complex punctuation to communicate meaning • write multi-paragraph texts for specific purposes, begin to organise information and ideas using structures that show a growing awareness of audience and purpose, with consistency • when writing to entertain, structure paragraphs to create a deliberate sequence of events and provide a resolution or sense of closure that follows logically from the rest of the text • when writing to inform, clearly introduce the topic, organise ideas and information into paragraphs, and incorporate headings and visual features such as illustrations, charts, and tables • when writing to persuade, introduce a preferred position, support it with logical reasons and evidence, and conclude by restating their position.	**Composition** • craft sentences to communicate ideas and illustrate relationships • use varied and complex punctuation to communicate meaning • write multi-paragraph texts for specific purposes, organising information and ideas using structures that best suit the purpose and audience • 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 • 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 • when writing to persuade, introduce a preferred position, support it with clear reasons and relevant evidence, and conclude by restating their position.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 7 and use these to create content with depth, complexity, and independence.
	Writing Processes • revise and edit texts for accuracy of the writing and how it communicates ideas effectively • plan and write multi-paragraph texts, beginning to use transitional linking words or phrases.	**Writing Processes** • revise and edit texts, paying attention to the clarity of the writing, considering the intended audience and purpose • plan and write multi-paragraph texts that support the progression of ideas through the use of transitional linking words or phrases (these may be inconsistent).	**Writing Processes** • revise and edit texts, paying attention to the style and clarity of the writing and how it suits the intended audience and purpose • plan and craft multi-paragraph texts.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 7 and use these to create content with depth, complexity, and independence.

Year 8 **Writing Reporting Rubric**

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Transcription** • express and record their ideas using both handwriting and keyboarding, demonstrating mostly accurate spelling and attempting a range of punctuation.	**Transcription** • express and record their ideas using both handwriting and keyboarding, demonstrating mostly accurate spelling and mostly correct use of a range of punctuation.	**Transcription** • express and record their ideas using both handwriting and keyboarding, demonstrating accurate spelling and correct use of a range of punctuation.	Consistently demonstrate all the knowledge and practices in **Transcription** at Year 8 and use these to create content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor.	**Composition** • plan and write multi-paragraph texts that suit the purpose • when writing to entertain, sequence events, thoughts, or experiences, begin to signal shifts between settings or ideas, and conclude with a resolution or sense of closure • when writing to inform, provide a preview of what will be covered, and organise ideas and information within paragraphs, using selected transition words and phrases and write concluding paragraphs • when writing to persuade, introduce a preferred position, acknowledge another viewpoint, support their position with reasons and relevant evidence, and conclude by restating their position.	**Composition** • plan and write multi-paragraph texts that combine modes and text types to suit the purpose • when writing to entertain, sequence events, thoughts, or experiences, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows from the rest of the text • when writing to inform, introduce the topic, provide a preview of what will be covered, and organise ideas and information logically within paragraphs, using carefully selected and varied transition words and phrases and write concluding paragraphs highlighting one or more point • when writing to persuade, introduce a preferred position, acknowledge another logically selected viewpoint, support their position with reasons and relevant evidence, and conclude by restating their position.	**Composition** • plan and write multi-paragraph texts that deliberately combine modes and text types to suit the purpose • 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 • 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 • 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.	Consistently demonstrate all the knowledge and practices in **Composition** at Year 8 and use these to create content with depth, complexity, and independence.
	Writing Processes • revise and edit texts with support, paying attention to the style, flow, and clarity of the writing.	**Writing Processes** • revise and edit texts with prompting, paying attention to the style, flow, and clarity of the writing.	**Writing Processes** • revise and edit texts, paying attention to the style, flow, and clarity of the writing.	Consistently demonstrate all the knowledge and practices in **Writing Processes** at Year 8 and use these to create content with depth, complexity, and independence.

Year 9 **Writing Reporting Rubric** (as part of Language Studies)

Te Tāhuhu o te Mātauranga Ministry of Education

New Zealand Government Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Crafting Texts** • craft texts for a range of purposes showing an awareness of audiences by using language, structural, or stylistic features • use increasingly accurate grammar, punctuation, and vocabulary to communicate meaning with tone and formality to suit context, with some inconsistency • when writing to entertain, inform, persuade, or discuss ideas, plan, and organise ideas across paragraphs and whole texts, selecting logical structures and sequencing • use language, structural, or stylistic features that are appropriate for the selected audience, supporting their ideas with relevant evidence • when writing literary essays, students state an idea, organise their writing into paragraphs, use details from the text, and conclude by restating their idea.	**Crafting Texts** • craft texts for a range of purposes and audiences, using language, structural, and stylistic features • use increasingly accurate grammar, punctuation, and vocabulary to communicate meaning, with consistent tone and formality to suit context • when writing to entertain, inform, persuade, or discuss ideas, plan and organise to connect ideas across paragraphs and whole texts, selecting structures and sequencing for effect • use language, structural, and stylistic features that are appropriate for the selected audience, supporting their ideas with carefully selected evidence • when writing literary essays, students state their central idea, organise their writing into paragraphs, use evidence from the text to support their points, and conclude by restating their central idea.	**Crafting Texts** • craft texts for a range of purposes and audiences, using appropriate language, structural, and stylistic features • use accurate grammar, punctuation, and vocabulary to communicate meaning, adjusting tone and formality to suit context • use appropriate language, structural, and stylistic features for their selected audience and purpose, supporting their ideas with well-chosen details • when writing literary essays, students develop a thesis statement, structure paragraphs around topic sentences, use evidence from the text to support their argument, and conclude by summarising their main points.	Consistently demonstrate all the knowledge and practices in **Crafting Texts** at Year 9 and use these to create content with depth, complexity, and independence.

Year 10 **Writing Reporting Rubric** (as part of Language Studies)

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • 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.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Crafting Texts** • plan and craft texts using appropriate language, structural, or stylistic features for the selected purpose and form to engage the intended audience • use accurate grammar, punctuation, and vocabulary to communicate ideas, selecting vocabulary and sentence structures that support tone, purpose, and coherence • when writing literary essays, develop a thesis that presents an argument, organise ideas into paragraphs linked to the thesis, use textual evidence to explain authorial choices, and conclude by summarising the interpretation presented.	**Crafting Texts** • plan and craft texts, selecting language, structural, and stylistic features that align with audience, purpose, and form and enhance audience engagement • use accurate grammar, punctuation, and vocabulary to enhance clarity and coherence, controlling tone and style through deliberate language choices suited to audience and purpose • when writing literary essays, develop a thesis that presents an argument, structure body paragraphs that connect lines of argument, use relevant evidence and contextual knowledge to explain authorial choices, and conclude by reinforcing the thesis through the key points of the argument.	**Crafting Texts** • 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 • use grammar, punctuation, and vocabulary with precision to support clarity, coherence, and style • when writing literary essays, develop a thesis that presents a clear argument, structure body paragraphs to build the argument, use relevant evidence and contextual knowledge to support their interpretation of authorial choices, and conclude by rephrasing the thesis and reinforcing key insights.	Consistently demonstrate all the knowledge and practices in **Crafting Texts** at Year 10 and use these to create content with depth, complexity, and independence.