

Writing to Inform – Rubric

The NZC English learning area focusses on three purposes for writing. SMART assesses these three purposes using marking rubrics aligned to the writing strand. SMART reports will translate rubric scores into progress descriptors.

RUBRIC CRITERIA

	Audience and Purpose	Content Development/ Elaboration	Structure	Language Use, Choice and Style	Writing Conventions, Grammar, Punctuation, and Spelling
	How well the response establishes and maintains a main idea, demonstrates a clear understanding of purpose and audience, and completes all parts of the task.	How well the response develops ideas by integrating specific, relevant elaboration (e.g., concrete details, facts, definitions, examples, explanations and quotations).	How well the response demonstrates a cohesive and unified organisational structure, paragraphing, and uses transition/linking words and phrases to clarify relationships among ideas and concepts.	How well the response establishes and consistently maintains a style and tone appropriate to the audience, demonstrates effective control of language, and uses appropriate word choice and varied sentence structure.	How well the response demonstrates control of writing conventions grammar, punctuation, and spelling.
6	Demonstrates a thorough and insightful understanding of the task, purpose, and audience. Establishes and maintains a clearly focused main idea throughout the response. Completes all parts of the task and may go beyond the limits of the task.	Develops ideas by adeptly integrating specific details to support the main idea. Purposefully uses a variety of elaborative techniques.	Demonstrates a cohesive and unified structure that clarifies relationships among ideas and concepts. Contains an engaging introduction and an insightful conclusion. Uses very effective and skillful paragraphing and transitional/linking words or phrases throughout.	Demonstrates highly effective style and tone, precise control of language, highly appropriate word choice, and an exceptional awareness of audience. Consistently uses well-structured and varied sentences.	Highly effective level of accuracy: contains few or no errors in grammar, writing conventions, punctuation, and spelling.
5	Demonstrates a clear understanding of the task, purpose, and audience. Establishes and maintains an effective main idea throughout the response. Completes all parts of the task.	Develops ideas by successfully integrating specific details to support the main idea. Uses consistent and effective elaborative techniques.	Demonstrates a mostly unified structure that clarifies relationships among ideas and concepts. Contains a strong introduction and conclusion. Uses effective paragraphing and transitional/linking words and phrases.	Demonstrates effective style and tone, consistent control of language, appropriate word choice, and a clear awareness of audience. Mostly uses well-structured and varied sentences.	Effective level of accuracy: contains a few minor errors in grammar, writing conventions, punctuation, and spelling that do not interfere with the communication of the message.
4	Demonstrates a competent understanding of the task, purpose, and audience. Adequately establishes and maintains a main idea throughout the response. Completes most parts of the task.	Develops ideas by competently integrating some specific details to support the main idea. Uses sufficient elaborative techniques in a competent way.	Demonstrates a generally unified structure that sufficiently connects ideas and concepts. Contains a suitable introduction and conclusion. Uses suitable paragraphing and transitional/linking words or phrases.	Demonstrates appropriate style and tone, suitable control of language, appropriate word choice, and a general awareness of audience. Mostly uses correct sentence structure with some sentence variety.	Competent level of accuracy: contains some errors in grammar, writing conventions, punctuation, and spelling that do not significantly interfere with the communication of the message. Attempts to spell more difficult words.
3	Demonstrates a growing understanding of the task, purpose, and audience. A main idea is present, but may be unclear or not fully aligned with the task. Completes some parts of the task.	Develops ideas with use of some details to support the main idea. Demonstrates developing understanding of elaborative techniques.	Demonstrates growing understanding of organisational structure that connects ideas and concepts. Contains an introduction and conclusion, though these may require further clarity. Paragraphing is used, though it may be inconsistent. A small range of transitional/linking words or phrases are used.	Demonstrates growing awareness of appropriate style and tone, and some control of language and word choice. Some awareness of audience. May use simple or repetitive sentence structures with room to improve sentence variety. May have a few errors.	Growing level of accuracy: contains several noticeable errors in grammar, writing conventions, punctuation, and spelling that may interfere with the communication of the message.
2	Demonstrates a basic understanding of the task, purpose, and audience. A main idea is present but may need to be expressed more clearly and with greater focus. Completes a few parts of the task.	Partially develops ideas with use of a few details to support the main idea. Demonstrates an emerging understanding of elaborative techniques	Demonstrates basic understanding of how to use an organisational structure that connects ideas and concepts. Contains an introduction and/or conclusion, though these may be brief/ lacking clarity. Some transitional/linking words or phrases may be used. Attempts to use paragraphing.	Demonstrates basic understanding of style, tone, or control of language. Attempts appropriate word choice, and some limited understanding of audience shown. May have some errors in sentence structure. May rely on simple sentence structures with occasional attempts at sentence variety.	Basic level of accuracy: contains a number of frequent errors in grammar, writing conventions, punctuation, and spelling that interferes with the clear communication of the message.
1	May demonstrate the beginning stages of understanding the task, purpose, and audience. A main idea may be present, but is unclear, confusing or inappropriate. Completes few or no parts of the task.	Begins to develop ideas with minimal or no details to support the main idea. Elaborative techniques may not be used.	May begin to show understanding of organisational structure and connect ideas. Introduction and/or conclusion not present. Limited or no use of transitional/linking words or phrases, or paragraphing.	Beginning to develop style, tone, or control of language. Often contains confusing or unclear word choice and demonstrates limited awareness of audience. Considerable errors in sentence structure.	Beginning level of accuracy: contains substantial errors in grammar, writing conventions, punctuation, and spelling that significantly interfere with communication of the message

RUBRIC SCORES

SMART & PATs share a common framework for assessing writing quality and progression which is helpful as schools work to understand and implement the refreshed curriculum. While the rubric is shared, the assessments themselves have different features and affordances.