

Tūārere 1: Tau 3

Tuhituhi prompts are used to stimulate mokopuna knowledge and writing capabilities, supporting the production of coherent, meaningful, and purposeful written text. At each year, one prompt focuses on expressing cultural identity through an appropriate text purpose.

RUBRIC CRITERIA

RUBRIC SCORES

	Orthography	Vocabulary	Grammar	Text purpose	Text construction 2026
6	Writing is consistently clear and accurate. Punctuation used correctly throughout.	Uses a wide range of appropriate vocabulary.	Uses multiple sentence types accurately. Writing shows control and variation.	Writing is purposeful, detailed, and coherent. Expands on characteristics with explanation or examples.	Writes an extended text. Includes several relevant details, such as: iwi, waka, maunga, where they live, name, age, height, eye colour, hair colour, likes and dislikes. Ideas are sequenced and connected.
5	Writing is clear and legible. Uses punctuation correctly most of the time.	Uses a variety of vocabulary.	Uses 3 or more sentence types appropriately. Writing shows control of sentence structures.	Information is organised and relevant. Adds descriptions or explanations about characteristics.	Writes 5–6 connected sentences. Includes 4 or more of the following details in their writing: iwi, waka, maunga, name, age, height, eye colour, hair colour, likes and dislikes. Writing shows flow.
4	Writes legibly. Uses punctuation (caps, fullstops).	Vocab choices are appropriate. Uses a range of word types – nouns, adjectives.	Uses 2-3 sentence types (e.g., He, E, Ko, Ka).	Writes to the topic. Details one or more appropriate characteristics (e.g., attributes, features, behaviours, properties, functions, location).	Writes 1 text. Writes at least 4 sentences about themselves. Includes at least 3 of the following details in their writing: iwi, waka, maunga, name, age, height, eye colour, hair colour, likes.
3	Writing is legible. Use of capital letters and fullstops is mostly correct.	Appropriate vocabulary choices. Uses nouns and some adjectives.	Uses at least 2 different sentence patterns (e.g., Ko ...; He ...). Sentences are mostly complete.	Writes clearly. Describes 1 or more relevant characteristics.	Writes 3–4 sentences. Includes 2–3 personal details such as: Where they are from, waka, maunga, name, age, height, eye colour, hair colour, likes.
2	Writing is mostly legible. Some correct capital letters or fullstops used.	Uses high frequency vocabulary appropriately. Includes some descriptive words.	Uses 1–2 sentence patterns (e.g., Ko ...; He ...). Attempts to write complete sentences.	Writes some relevant details. Information may be disconnected.	Writes 2–3 sentences. Includes a few (2–3) personal details (e.g., their name, age, iwi).
1	Writing may be difficult to read. Limited or inconsistent use of capital letters or full stops.	Very limited word range. Mostly single nouns or high frequency words.	Uses 1–2 simple sentence patterns only (e.g., Ko ...). Sentences may be incomplete.	Topic may be unclear or not connected to the expected purpose. Very little personal information provided.	Writes 1–2 simple sentences. Includes only very basic personal details (e.g., name, iwi).

Tūārere 2: Tau 4–6 (page 1 of 2)

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RUBRIC CRITERIA

	Orthography	Vocabulary	Grammar	Text purpose	Tau 4–5: Text construction 2026	Tau 6: Text construction 2026	
RUBRIC SCORES	6	Handwriting (if relevant) is legible and accurate in form. Consistent and accurate use of common punctuation.	Vocabulary choices are appropriate to text purpose, audience, context.	Uses a range of grammatical structures. Joins two or more ideas together in a sentence (compound sentences).	Uses descriptions or explanations to express themselves more fully. Extends ideas by providing descriptive detail and examples.	Writes at least 5 sentences. Writes a recount of an event. Provides clear details of what happened. Time sequence is clear. Includes an element of reflection (what they thought, how they felt). Some aspects of structure of a personal recount are evident e.g., heading, scene setting, sequencing of events, summary statement.	Writes 2 linked paragraphs/texts. Each text is 4 or more sentences in length. Clearly addresses each part of the task. Part 1: Writes about a place or location; Includes descriptions of specific features; Clearly states why the place is special. Part 2: Writes a recount; Details a time or event at the chosen location; Includes three or more details such as: when, where, reason for going, who was there, what happened. Includes reflection (what they thought, how they felt). May include a whakataukī or other cultural reference to contextualise or support particular ideas in their writing. Structure of a personal recount is evident e.g., heading, scene setting, sequencing of events, summary statement.
	5	Handwriting (if relevant) is legible accurate in form. Applies spelling conventions and punctuation usually accurately and with some consistency (e.g. macrons or double vowels).	Uses subject-specific vocabulary.	Produces a variety of sentences which may include some longer sentences (compound). Uses tense forms with accuracy.	Writes appropriately for purpose. Conveys information and ideas clearly. Recount is organised and logical. Provides some detail in descriptions.	Writes at least 5 sentences. Writes a recount of an event. Provides clear details of what happened. Time sequence is clear. Includes an element of reflection (what they thought, how they felt).	Writes 2 linked paragraphs/texts. Each text is 4 or more sentences in length. Clearly addresses each part of the task. Part 1: Writes about a place or location; Identifies the name of a location or place; Includes 1 or more features of the place; States 1 or more reasons why the place is special. Part 2: Writes a recount; Details a time or event at the chosen location; Includes two more details such as: when, where, reason for going, who was there, what happened. Clear time sequencing. Includes an element of reflection (what they thought, how they felt). May include a whakataukī or other cultural reference to contextualise or support particular ideas in their writing.
	4	Handwriting (if relevant) is accurate in form. Spelling is accurate most of the time (including macron/double vowel use). Punctuation is usually correct.	Uses some less common topic specific, vocabulary (e.g., words to describe places). Uses appropriate form when using verb and derived now suffixes (e.g., -tia, -tanga, -hia, -hanga, -ria, -ranga).	Writes using a range of sentence constructions accurately and clearly.	Writes to topic. Writing and structure is appropriate for the text purpose i.e., recount/narrative, informational/descriptive. Describes characteristics of people, places, or things.	Writes at least 5 sentences. Writes a recount. Details a time or event at a chosen location. Includes three or more details such as: when; where; reason for going; who was there; what happened.	Writes at least 2 texts — one for each part of the task. Writes at least 4 full sentences for each part. Writes a recount that details a time or event at a chosen location. Includes three or more details such as: when; where; reason for going; who was there; what happened. Clear time sequencing.

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Tūārere 2: Tau 4-6 (page 2 of 2)

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	Orthography	Vocabulary	Grammar	Text purpose	Tau 4-5: Text construction 2026	Tau 6: Text construction 2026
3	Handwriting (if relevant) is mostly accurate in form. Uses punctuation. (caps, fullstops) and macrons/ double vowels (may not always be accurate).	Uses a range of appropriate vocabulary (for the context) including words that have common affixes, and multi-syllables.	Uses multiple sentence types (may be with variable accuracy). Uses some appropriate time markers or tenses.	Writes to the topic. Writes with clarity. Demonstrates understanding of the purpose of a text e.g., uses descriptive language to describe features, characteristics; sequences events in a logical order.	Writes at least 5 sentences. Writes a recount. Details a time or event at a chosen location. Includes two or more details such as: when; where; reason for going; who was there; what happened.	Attempts both parts of the task. Writes at least 4 full sentences for each part. Identifies a place or location of event as the main topic. May include some relevant details such as: when; where; reason for going; who was there. Some evidence of time order.
2	Handwriting (if relevant) is legible. Punctuation used but may not be accurate.	Uses a range of vocabulary.	Uses at least 3 different sentence types (nominal, verbal, descriptive / adjectival). Writing shows control and variation.	Attempts to retell a past event. Writing shows some sequencing of events.	Writes at least 3 sentences. Identifies a place or location of event as the main topic. May include some relevant details such as: when; where; reason for going; who was there. Some evidence of time order.	Attempts both parts of the task. Produces some full sentences. Identifies a place or location of event as the main topic. May include some relevant details such as: when; where; reason for going; who was there. Some evidence of time order.
1	Handwriting (if relevant) is sometimes legible. Attempts to use punctuation	Uses a limited range of vocabulary.	Uses 1-2 sentence types. Writing shows limited control of sentence structures.	Demonstrates limited understanding of the text purpose i.e., to retell an event. No awareness of audience.	Produces some sentences. Some information may be sequenced in time order.	Produces some sentences. May or may not attempt both parts of the task. Some information may be sequenced in time order.

Tūārere 3: Tau 7–8 (page 1 of 2)

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	Orthography	Vocabulary	Grammar	Text purpose	Text construction 2026
6	Accurate and controlled use of punctuation throughout.	Uses varied and precise vocabulary. Descriptive words are appropriate. Includes some low frequency vocabulary.	Uses simple, compound, and complex sentences accurately. The range of sentence structures enhances the writing.	Explanations and descriptions are detailed and well developed. Instructional language is clear, purposeful, and easy to follow. Writing shows awareness of audience.	Writes 2 well-developed texts. Each text exceeds the required length. Text 1: Identifies and explains at least 3 of the following features of a local cultural story with good detail and description: the iwi or hapū it is related to; the purpose or theme; the characters; lessons or messages from the story. Text 2: Writes a full set of detailed instructions about arriving at kura. Instructions are clear, sequenced, and appropriate for a fellow student to follow. Instructions include at least 2 of the following details: time of arrival; what to do before the bell rings; what to do if arriving late; where to go on arrival at kura. Writing may include additional guidance or information.
5	Uses consistent correct sentence indication i.e., caps, full stops, question and exclamation marks.	Uses descriptive words and phrases appropriate to the topic.	Uses most grammatical constructions correctly when writing simple, compound, and complex sentences. Uses a variety of sentence structures.	Writes instructions clearly. Uses some features of instructional/procedural language (e.g., Me, Kia, Kaua Kātahi ka, Tuatahi...) Descriptions provide added detail. Ideas /instructions are organised in a logical sequence Writing shows consideration of the audience (e.g., through appropriate vocabulary, use of pronouns, modifiers etc).	Writes 2 texts. Each text is at least 6 sentences in length. Text 1: Identifies and explains at least 3 of the following features of a local cultural story: the iwi or hapū it is related to; the purpose or theme; the characters; lessons or messages from the story. Text 2: Writes a set of instructions about arriving at kura. Instructions are clear and appropriate for a fellow student to follow. Instructions include at least 2 of the following details: time of arrival; what to do before the bell rings; what to do if arriving late; where to go on arrival at kura.
4	Consistent use of common punctuation.	Vocab choices are appropriate to text purpose, audience, context.	Uses a range of grammatical structures. Joins two or more ideas together in a sentence (compound sentences).	Uses descriptions or explanations to express themselves more fully. Extends ideas by providing descriptive detail and examples	Writes 2 texts. Each text is at least 6 sentences in length. Text 1: Identifies and explains at least 3 of the following features of a local cultural story: the iwi or hapū it is related to; the purpose or theme; the characters; lessons or messages from the story. Text 2: Writes a set of instructions about arriving at kura; instructions are clear and appropriate for a fellow student to follow; instructions include at least 2 of the following details: time of arrival, what to do before the bell rings, what to do if arriving late, where to go on arrival at kura.

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	Orthography	Vocabulary	Grammar	Text purpose	Text construction 2026
3	Handwriting (if relevant) is clear with mostly accurate form. Uses punctuation. (caps, fullstops) and macrons/double vowels (may not always be accurate).	Uses a range of appropriate vocabulary (for the context). Vocabulary includes descriptive or instructional words appropriate to the topic.	Uses simple and some compound sentences. Joins ideas within sentences.	Writes to the topic. Describes or explains some ideas. Instructions are understandable to the reader but may lack detail.	Produces two texts. Texts may be shorter than expected. Texts show developing detail. In places, ideas are organised in logical sequence.
2	Handwriting (if relevant) is legible. Uses some correct punctuation.	Uses appropriate everyday vocabulary. Vocabulary includes some descriptive or instructional words.	Uses simple sentences accurately. Attempts to connect ideas within sentences.	Communicates some relevant information about the topic. Provides simple descriptions or instructions.	Writes 1 or 2 texts. Ideas in the texts are identifiable. Writing shows early organisation.
1	Handwriting (if relevant) is difficult to read. Some awareness of punctuation is evident.	Uses mainly familiar or high-frequency topic-related words.	Uses simple sentence structures. Ideas are mainly communicated in short phrases or incomplete sentences.	Demonstrates limited understanding of the text purpose e.g., narrative, instructional. Attempts basic description or instruction.	Writing is loosely connected to the topic. May produce one developing text.

Tūārere 4: Tau 9–10 (page 1 of 2)

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	Orthography	Vocabulary	Grammar	Text purpose	Text construction 2026
6	<p>Correct use of writing conventions, spelling, punctuation, compound words, capital letters, macrons/double vowels.</p> <p>Errors are rare and do not detract from meaning.</p>	<p>Vocabulary is precise, varied, and suited to purpose and audience.</p> <p>Maintains consistent register throughout.</p> <p>Uses subject-specific terminology confidently and accurately.</p>	<p>Uses grammatical conventions accurately.</p> <p>Demonstrates ability to vary sentences structures, lengths, and beginnings to enhance flow and cohesion.</p>	<p>Aligns writing is the specified purpose.</p> <p>Demonstrates strong awareness of the audience.</p> <p>Explanations are detailed.</p> <p>Persuasive argument is supported with examples and rationale.</p>	<p>Produces 2 fully developed texts.</p> <p>Each text is at least 1 well-developed paragraph.</p> <p>Text length meets or exceeds requirements.</p> <p>Text 1: Provides detailed explanation (not retelling) of the chosen text; provides and discusses information about the several details (e.g., the compose, the theme, special features, purpose, or rationale for selection of text)</p> <p>Text 2: Presents a well-structured argument; writes appropriately for the audience; reasons are convincing and well-explained.</p>
5	<p>Writing is generally accurate and follows standard written form (including punctuation, compound words, capital letters, macrons/double vowels etc.).</p> <p>Minor errors do not impede meaning.</p>	<p>Vocabulary selection maintains a similar register.</p> <p>Vocabulary is appropriate to audience and topic.</p> <p>Uses subject-specific terminology accurately.</p>	<p>Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.</p> <p>Uses conjunctions accurately to formulate compound sentences.</p>	<p>Shows awareness of intended audience.</p> <p>Links ideas using linking words and phrases, conjunctions, or other connectives.</p> <p>Opinion is clear with examples.</p> <p>Provides rationale or examples to strengthen argument.</p>	<p>Produces 2 texts</p> <p>Each text is at least 1 paragraph, or 6 sentences in length.</p> <p>Text 1: Includes an explanation of a cultural text; should not be a simple repeat of recreation of the text; explanation should include some of the following details: name of the composer/writer, the theme or storyline, special features, details of when the text is used or heard, why it was composed/written, the reasons for selecting the text as the focus of the writing.</p> <p>Text 2: Persuasive writing; presents arguments for or against the topic; uses language appropriate to an adult audience who are parents of teenagers; provides examples or reasons to support their argument.</p>
4	<p>Mostly accurate use of spelling and punctuation conventions (including macron/double vowel, common punctuation, and compound words).</p>	<p>Uses subject-specific terminology appropriate to topic and audience.</p>	<p>Mostly accurate use of grammar conventions.</p>	<p>Writing is appropriate for the specified text purpose (content and style).</p> <p>Explains why they hold a particular view, providing examples where appropriate.</p> <p>Uses a range of sentence types, including sentence beginnings, structures and length for variety and interest.</p>	<p>Produces 2 texts</p> <p>Each text is at least 1 paragraph, or 6 sentences in length.</p> <p>Text 1: Includes an explanation of a cultural text; should not be a simple repeat of recreation of the text; explanation should include some of the following details: name of the composer/writer, the theme or storyline, special features, details of when the text is used or heard, why it was composed/written, the reasons for selecting the text as the focus of the writing.</p> <p>Text 2: Persuasive writing; presents arguments for or against the topic; uses language appropriate to an adult audience who are parents of teenagers; provides examples or reasons to support their argument.</p>

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Tūārere 4: Tau 9–10 (page 2 of 2)

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3	<p>Most common words are spelt correctly (including macron/double vowel use).</p> <p>Consistent use of basic punctuation.</p> <p>Any errors of spelling or punctuation do not cause misunderstanding.</p>	<p>Vocabulary is appropriate to topic and audience.</p> <p>Includes some topic-specific vocabulary and terms.</p> <p>Beginning to vary word choice for detail or clarity.</p>	<p>Uses some compound sentences.</p> <p>May attempt some more complex sentence structures.</p> <p>Some variety of sentence type and length evident.</p>	<p>Response to the task is generally appropriate with a clear explanation or opinion.</p> <p>Shows a growing awareness of audience and purpose.</p> <p>Includes some supporting details to strengthen ideas.</p> <p>Ideas are generally logical and may be connected.</p>	<p>Produces 2 texts.</p> <p>Texts meet the minimum length (at least 1 paragraph or 6 sentences each).</p> <p>Writing shows developing organisation and structure.</p> <p>Text 1: Explains a cultural text in a general way; includes several relevant details (e.g., theme, composer, context, reason for selection); moves beyond a simple retelling to attempts to interpret meaning.</p> <p>Text 2: Opinion of the topic is clear; provides one or more reasons for the opinion.</p>
2	<p>Spells common or familiar words correctly.</p> <p>Shows increasing awareness of writing conventions (e.g., capital letters, full stops, macrons/double vowels, compound words).</p>	<p>Uses vocabulary related to topic and task.</p> <p>Word choice is appropriate but may be repetitive (shows limited knowledge of alternative words or synonyms to add variety).</p>	<p>Writes mostly complete sentences.</p> <p>Simple grammar is generally accurate.</p> <p>May attempt compound sentences using basic conjunctions.</p>	<p>Shows an understanding of the task and attempts to write to the specific purpose.</p> <p>Expresses ideas in an understandable way.</p> <p>Shows some awareness of audience.</p>	<p>Produces 2 texts or makes a reasonable attempt at both.</p> <p>Writing is approximately 6 sentences per text.</p> <p>Ideas are beginning to be developed.</p> <p>Text 1: Explains a cultural text in a general way; includes some relevant details; moves beyond simple retelling of the chosen text.</p> <p>Text 2: States an opinion; attempts to provide a reason or to use persuasive language appropriate to the audience.</p>
1	<p>Shows awareness of some basic writing conventions (capital letters, full stops, macrons/double vowels).</p>	<p>Uses simple, familiar vocabulary related to topic.</p> <p>May attempt some topic-specific words.</p>	<p>Writes simple sentences, or partial sentences.</p> <p>Uses some basic grammatical structures.</p>	<p>Attempts to express ideas, opinions or explanations related to the topic and audience.</p> <p>Shows a basic or emerging understanding of the tasks.</p>	<p>Writing is brief.</p> <p>May or may not cover both topics.</p> <p>May include some relevant ideas.</p> <p>If Text 1 is attempted: identifies or describes a cultural text; includes at least 1 relevant detail.</p> <p>If Text 2 is attempted: expresses an opinion or viewpoint; may include a simple reason or example.</p>