



## WRITING WITH ALL TOOLS CONTINUUM

# ASSESSMENT AND MODERATION GUIDELINES

01

For each student, you should have three writing samples completed in the three weeks before assessment.

02

These samples should be completed independently (see below). Each sample should be considered separately by the assessors, as a student may write at different levels on different days and on different topics.

03

We also suggest that you moderate the writing samples with your peers, where possible. This could be one other person or a group. The debates we have had during writing moderation have greatly furthered and deepened our understanding of writing teaching and assessment.

## GUIDELINES FOR COLLECTING WRITING SAMPLES

- ✦ Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about. Do not use pictures with text in them as students may copy this.
- ✦ Now say “What would you like to write about this?” Encourage them to write.
- ✦ Use the phrase “tell me more” to encourage more writing.
- ✦ Do not assist them with selecting language for writing or with their spelling.
- ✦ When they have finished writing ask them to add their name to the writing (and date if feasible). You should add the date if the student doesn’t.
- ✦ Add any appropriate notes to the back of the writing sample and the writing record form (e.g., translation/interpretation of what the writing says, any other comments such as “didn’t use word wall even though it was available”). Do NOT put them on the front of the sample.



## WRITING WITH ALL TOOLS CONTINUUM

# MODERATION GUIDELINES

01

For each sample, assessors should consider which group on the continuum best describes the sample. In each level descriptor, there is information about whether spaces, punctuation, etc are required. Please follow these guides.

02

A student's name outside of the main body of writing, or the date, doesn't count towards the sample assessment.

03

Many of the level descriptors contain the definition "intelligible". Any pictures provided with the sample can be used to support the assessors' rating of intelligibility. However, notes or other information provided by the student or teacher cannot be used for this purpose.

04

If needed, refer to the information provided later in this document for further explanation of a clause, conjunction and element.

05

Once there has been time for the assessment to be made, then assessors can state the level they believe best describes the sample.

06

If there is a difference in the levels given for the same sample, then the lower level should be given. For example, if one assessor says B.4 and another says B.3, then the sample would be assigned B.3.

07

At the completion of moderation for each student, their overall score would be the lowest level assigned to one of their samples. This is generally the level we would provide writing instruction at for that student.

