



Assessing Writing to Explain			
Students are in the stage where they display most of the bulleted points.			
	Beginning Stage Can state the purpose and audience of texts to be composed and includes basic organisational features of simple forms used to explain. The writer: <ul style="list-style-type: none"> writes a simple observation and comment, e.g. Snow is made from water and it's cold. draws simple pictures or diagrams writes an opening statement that is personal e.g. I am going to tell how ... includes information, but not necessarily in sequence uses subjective language, e.g. It makes me feel cold instead of It lowers body temperature may include inappropriate vocabulary, e.g. It goes as fast as a rocket uses simple present tense, e.g. makes, goes uses common signal words to show cause and effect, e.g. and ...then.... 	Developing Stage Is aware of the purpose and audience when composing texts and uses a partial organisational framework of a small range of forms used to explain. The writer: <ul style="list-style-type: none"> uses a limited range of forms and formats e.g. charts, explanations, to explain how or why something works writes labels related to pictures and diagrams writes an introductory question or title, e.g. How the Water Cycle Works groups related information together begins to use objective language uses some subject-specific terms, e.g. evaporation uses simple present tense consistently, e.g. falls, evaporates uses signal words to show cause and effect, e.g. if ... , then ... , because 	Consolidating Stage Considers the purpose and audience to select specific vocabulary and uses appropriate organisational frameworks to compose a variety of forms used to explain. The writer: <ul style="list-style-type: none"> uses a variety of forms and formats e.g. explanations, slide show, to explain the way things are or how things work, and to give reasons creates diagrams, pictures and flowcharts with accurate labels and captions writes an introductory definition or statement, e.g. Igneous rock is formed when molten rock cools and solidifies includes information in a logical sequence uses objective language that includes some use of passive verbs uses subject-specific terms that are precise and factual, e.g. Acid rain is precipitation containing harmful nitric and sulphuric acids uses appropriate tense to suit the text, e.g. The explanation of the application may be written using past tense uses more complex signal words that indicate cause and effect, e.g. consequently, as a result
Extending Stage Crafts forms used to explain by selecting vocabulary and manipulating organisational frameworks to suit the context of the writing event. The writer: <ul style="list-style-type: none"> uses the most appropriate form and format to clearly explain processes provides detailed reasons to support the processes explained creates accurate diagrams, pictures cross-sections and magnified diagrams to enhance understanding of content writes a clear, precise opening paragraph that introduces the topic to be explained sequences information to form a cohesive and coherent text to suit the purpose and audience maintains formal objective language style that includes appropriate use of passive verbs uses appropriate subject-specific terms and technical vocabulary and includes definitions of terms as required chooses appropriate signal words and tense to develop a coherent text effectively links information to clearly demonstrate cause and effect 			
Focus on Assessing	Focus on Teaching		
Familiarising, Analysing, Modelling, Sharing, Guiding and Applying See pages 30–37 and 79–81		Familiarising, Analysing, Modelling, Sharing, Guiding and Applying See pages 30–37 and 81–82	

Figure 1.33 Assessment Guide for Writing to Explain