



ABOUT THE PROGRESS INDICATORS

These matrices set out the progress indicators, which illustrate the English curriculum achievement objectives at levels 1 to 5. The indicators for poetic writing cover personal experience writing and character writing as demonstrated in students' work. The indicators for transactional writing cover explanation writing and argument writing as demonstrated in students' work.

Deeper Features

Two matrices (one on the reverse of this sheet and one on the front face of the accompanying A3 sheet) set out the indicators for the deeper features of students' work in the selected forms of transactional writing and poetic writing.

Surface Features

One matrix (on the reverse of the accompanying A3 sheet) sets out the indicators for the surface features of students' work in transactional writing and poetic writing.

The Writer – Context and Process

One matrix (on the reverse of the accompanying A3 sheet) indicates what understandings about writing and writing behaviour most students might hold and demonstrate at each level of development. It covers both transactional writing and poetic writing.

USING THE PROGRESS INDICATORS

These indicators have been developed to help teachers to understand and evaluate their students' progress and achievement in personal experience and character writing and in explanation and argument writing. The indicators link closely with the annotations on the exemplars. Teachers can refer to the progress indicators to:

- form a judgment on the level at which their students' writing best fits;
- annotate selected pieces of writing on the basis of this judgment of "best fit";
- help inform their feedback to and conversations with students about their progress and achievement as writers.

"Best fit" means where the piece of writing most predominantly sits: it does not need to meet all the progress indicators for that particular level. Please note that the first level is further divided into three stages of progression: i, ii, and iii. This subdivision recognises that most students make rapid advances in acquiring written language during their initial years of schooling. Levels 2 to 5 are not similarly subdivided.

REFERENCES

*Those items in the various matrices that are marked with an asterisk are explained in the glossary section of the English Exemplars Teachers' Notes.

Croft, Cedric and Mapa, Lia (1998). *Spell-Write: An Aid to Writing, Spelling and Word Study: Revised Edition*. Wellington: New Zealand Council for Educational Research.

Ministry of Education (1992). *Dancing with the Pen: The Learner as a Writer*. Wellington: Learning Media.

Ministry of Education (1996). *Describe, Explain, Argue: Teaching and Learning Transactional Writing from Level 1 – Level 4*. Christchurch: User Friendly Resources.

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1996). *Exploring Language: A Handbook for Teachers*. Wellington: Learning Media.

THE GOALS OF PERSONAL EXPERIENCE WRITING

When developing personal experience writing, students will:

- become aware that they have a wealth of personal experience worth recording;
- be able to recall a personal experience, write independently to recount that experience, and revise and edit the writing for sense, meaning, and effect.

THE GOALS OF CHARACTER WRITING

When developing character writing, students will:

- become aware that they can respond to characters, real or fictitious, in a unique, personal way;
- be able to describe a character simply in a character sketch or develop a more complex character analysis, and revise and edit the writing for sense, meaning, and effect.

THE GOALS OF EXPLANATION WRITING

When developing explanation writing, students will:

- produce "a sequenced text which usually provides reasons why things happen or how things work ... [This is in order to] account for something or show some causal link between one thing and another." (*Describe, Explain, Argue*, page 6);
- revise and edit the writing for sense, meaning, and effect.

THE GOALS OF ARGUMENT WRITING

When developing argument writing, students will:

- "persuade a reader to the writer's point of view ... through the presentation of relevant points with supporting evidence." (The English On Line website);
- revise and edit the writing for sense, meaning, and effect.

The principal question that teachers must ask when assessing their students' writing in any of these genres is:

WHAT IMPACT DOES THIS PIECE OF WRITING HAVE ON THE READER?

TRANSACTIONAL WRITING (EXPLANATION AND ARGUMENT): MATRIX OF DEEPER FEATURES

	LEVEL Ii	LEVEL Iii	LEVEL Iiii	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Audience Purpose	Impact Attempts to explain a phenomenon, occurrence, or process or to convey an opinion from a personal perspective. Gains some audience interest.	Impact Attempts to explain a personally meaningful phenomenon, occurrence, or process or to convey a personally significant opinion. Gains some audience interest.	Impact With some clarity, explains a personally meaningful phenomenon, occurrence, or process or conveys an opinion. Often attempts to write directly to an audience.	Impact With some clarity, explains a selected phenomenon, occurrence, or process or conveys an opinion. Begins to show awareness of an audience through content and language choices. Sometimes uses analogy*, similes*, or metaphors* to enhance explanations or arguments.	Impact With reasonable clarity and logic, explains a selected phenomenon, occurrence, or process or conveys an opinion. Shows awareness of the audience through content and language choices. Sometimes uses analogy, similes, or metaphors to enhance explanations or arguments.	Impact Explains a selected phenomenon, occurrence, or process or conveys an opinion clearly and logically. Shows awareness of the audience through choices of content, structure, and language. Sometimes uses analogy, similes, or metaphors to enhance explanations or arguments.	Impact Explains a selected phenomenon, occurrence, or process or conveys an opinion clearly and logically. Targets the audience through use of appropriate stylistic and language selections, including analogy, similes, or metaphors.
Content Ideas	Ideas Attempts to write simple ideas, reasons, or opinions as an explanation or an argument, generally from a personal perspective.	Ideas Forms and expresses simple ideas, reasons, or opinions as an explanation or an argument, generally from a personal perspective.	Ideas Includes mostly subjective ideas, data, reasons, or opinions. Supports some ideas, data, reasons, and opinions with some simple details or comments.	Ideas Includes ideas, data, reasons, or opinions that may be either objective or subjective. Supports some ideas, data, reasons, or opinions with some details, comments, or evidence, though the links may not always be obvious.	Ideas Supports the explanations or arguments with a range of mostly objective ideas, data, reasons, or opinions. Supports ideas, data, reasons, or opinions with significant detail.	Ideas Supports the explanations or arguments with a range of mostly objective ideas, data, reasons, or opinions. Supports the ideas, data, reasons, or opinions with precise and logical detail and/or comment.	Ideas Explanation Supports the explanations with a range of pertinent, detailed, precisely expressed objective ideas, data, and reasons and links these logically. May link a main explanation to a subsidiary one. Argument Clearly and consistently maintains a point of view. Supports the main ideas convincingly through elaboration, use of evidence, and links to other ideas.
Structure Organisation	Sentences Attempts simple* sentences.	Sentences Uses mainly simple and some compound* sentences.	Structure Begins writing with a definition or description of the topic. Begins to sequence ideas, data, reasons, or opinions. Begins to use simple conjunctions* to join ideas, data, reasons, or opinions, e.g., “and”, “but”. Sentences Uses simple sentences with some variation in beginnings. May attempt compound and/or complex* sentences.	Structure Begins to sequence explanations or arguments with some confidence. Explanation Begins with a simple definition of the topic. Prioritises ideas, data, reasons, or opinions, and ends with a simple summary. For appropriate topics (often in response to “how” questions), may use simple words and phrases expressing time relationships, e.g., “first”, “then”, “next”. For appropriate topics (often in response to “why” questions), may use simple words and phrases expressing cause and effect, e.g., “if”, “then”, “because”. Argument Sequences ideas for persuasive effect with some confidence, e.g., identifies the position to be taken in an opening statement and reiterates the position to conclude. Uses simple conjunctions to link ideas, e.g., “and”, “but”. Attempts to organise ideas logically. Sentences Uses mainly simple and compound sentences. Attempts complex sentences. Begins to vary sentence beginnings and lengths.	Structure With increasing confidence, logically sequences explanations or arguments. Begins to organise some ideas, data, reasons, or opinions into paragraphs. Explanation Begins by defining or describing the topic. Prioritises, groups, and organises ideas, data, reasons, or opinions into how and/or why sections. Ends with a summary statement. For appropriate topics, links ideas, data, reasons, or opinions by using simple words and phrases expressing time relationships, e.g., “first”, “then”, “next”. For appropriate topics, links ideas, data, reasons, or opinions by using simple words and phrases expressing cause and effect, e.g., “if”, “then”, “because”. Argument Begins by taking a position, develops it with evidence, and restates it to conclude. Uses some causal conjunctions, e.g., “because”, to link ideas. Sentences Uses a variety of sentence structures, beginnings, and lengths.	Structure With confidence, logically sequences explanations or arguments. Organises ideas, data, reasons, or opinions into paragraphs and usually makes logical links within (and sometimes between) paragraphs. Achieves some sense of coherence and wholeness. Explanation Prioritises, groups, and organises ideas, data, reasons, or opinions. For appropriate topics, links ideas, data, reasons, or opinions clearly and logically, using a range of words and phrases expressing time relationships, e.g., “first”, “then”, “next”. For appropriate topics, links ideas, data, reasons, or opinions clearly and logically, using a range of words and phrases expressing cause and effect, e.g., “then”, “consequently”, “the result is ...”. Argument Organises and links ideas logically (position statement, evidence, position restated). May use temporal conjunctions, e.g., “firstly”, “secondly”, to demonstrate logic. Uses varied connectives*, e.g., “however”, “although”, “on the other hand”, “consequently”. Sentences Uses a variety of sentence structures, beginnings, and lengths for effect.	Structure Structures material appropriately for form and purpose. Links main and supporting ideas within and between paragraphs, using a range of connectives. Conveys a sense of coherence and wholeness. Sentences Uses a variety of sentence structures with some impact.
Language	Vocabulary Attempts to use some key topic-appropriate* words. Uses some high-frequency words appropriately.	Vocabulary Uses some key topic-appropriate and high-frequency words.	Vocabulary Extends the use of key topic-appropriate and high-frequency words. Language features (Explanation) Begins to use some features of the language of explanation, e.g., verbs denoting a specific action; the simple present tense; the passive voice*. Note that use of past or future tenses may be appropriate, depending on the nature of the explanation. (Argument) Begins to use some features of the language of persuasive writing, e.g., modal verbs*, emotive* words, rhetorical questions*, imperatives*.	Vocabulary Makes increasing use of topic-related vocabulary, some of which may be technical. Language features (Explanation) Begins to use some features of the language of explanation, e.g., verbs denoting a specific action; the simple present tense; the passive voice*. Note that use of past or future tenses may be appropriate, depending on the nature of the explanation. (Argument) Begins to use some features of the language of persuasive writing, e.g., modal verbs*, emotive* words, rhetorical questions*, imperatives*.	Vocabulary Attempts to use precise, topic-related vocabulary (some of it technical) to make explanations or arguments more objective and informative. Often includes adjectives, adverbs, or synonyms to enhance detail. Language features Uses some language features with increasing confidence. (Explanation) Consistently uses specific verbs to denote actions; the present tense; and (occasionally) the passive voice. Note that use of past or future tenses may be appropriate, depending on the nature of the explanation. (Argument) Consistently uses modal verbs, emotive words, rhetorical questions, imperatives, pronouns to denote inclusion of the reader*, and (occasionally) the passive voice.	Vocabulary (Explanation) Uses precise and often technical vocabulary, closely aligned to the topic, to make explanations more objective and informative. This may include sparing and effective use of adjectives and adverbs. (Argument) Uses persuasive vocabulary effectively. Language features (Explanation) Uses a range of explanatory language features, often effectively. This might include consistent use of verbs to denote specific actions, the present tense, and the passive voice. Note that use of past or future tenses may be appropriate, depending on the nature of the explanation. (Argument) Uses a range of persuasive language features, often effectively. This might include emotive words, rhetorical questions, imperatives, repetition, the passive voice, pronouns that denote inclusion of the reader, and some data and researched evidence.	Vocabulary Selects appropriate vocabulary with increasing control. Language features (Explanation) Uses a wide range of explanatory language features with control and intent. This might include consistent use of verbs to denote specific actions; the present tense; comparisons; and the passive voice. Note that the use of past or future tenses may be appropriate, depending on the nature of the explanation. (Argument) Uses a wide range of persuasive language features with control and intent. This might include emotive words, rhetorical questions, imperatives, repetition, the passive voice, pronouns that denote inclusion of the reader, and data and researched evidence.