Examples for the
Writing with All Tools
Continuum

Thanks to:
The Grove Education Centre
Bullimbal School
Salisbury Park Primary School
Red Hill Special School
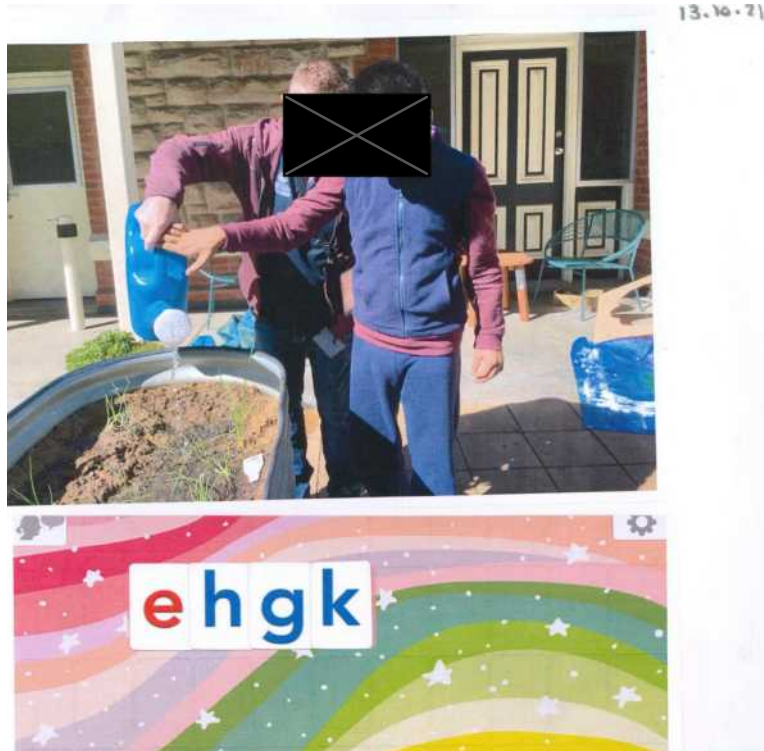for providing writing samples for this continuum

Part I

From Marks to Sentence Fragments

Group A
Letter or Marks

A.1 Letters or Marks Without Engagement

Student selects letters or makes marks without writing attention, interest, or engagement. Student doesn't yet have enough experience with writing to see themselves as a writer.
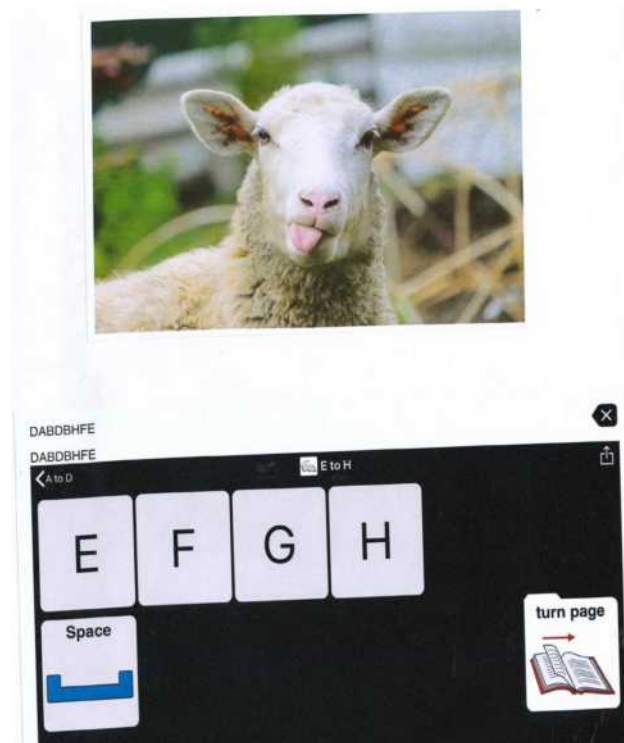
Student selected letters in Word Wizard app when writing about an activity student had done (gardening). Educator noted on writing record form that student was not engaged. Educator attributed meaning as "garden".

Writing Record Sheet

Student: ▮▮▮ Staff Member: Chad R ▮▮▮

AAC system/speech: _____ PODD _____ Short description of how language generated: ▮▮▮

_____ attributed meaning to letter selection _____

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☑ Other Word Wizard

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☐ Fully engaged. ☑ Partially engaged ☐ Not engaged

Topic selection process: _____ (e.g. choice of 3 photos)

Access Method: ☑ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: " garden "

A.2 Letters or Marks With Beginning Engagement

Student is beginning to respond when asked to write. Student selects letters or makes marks with increased attention, interest, and engagement.
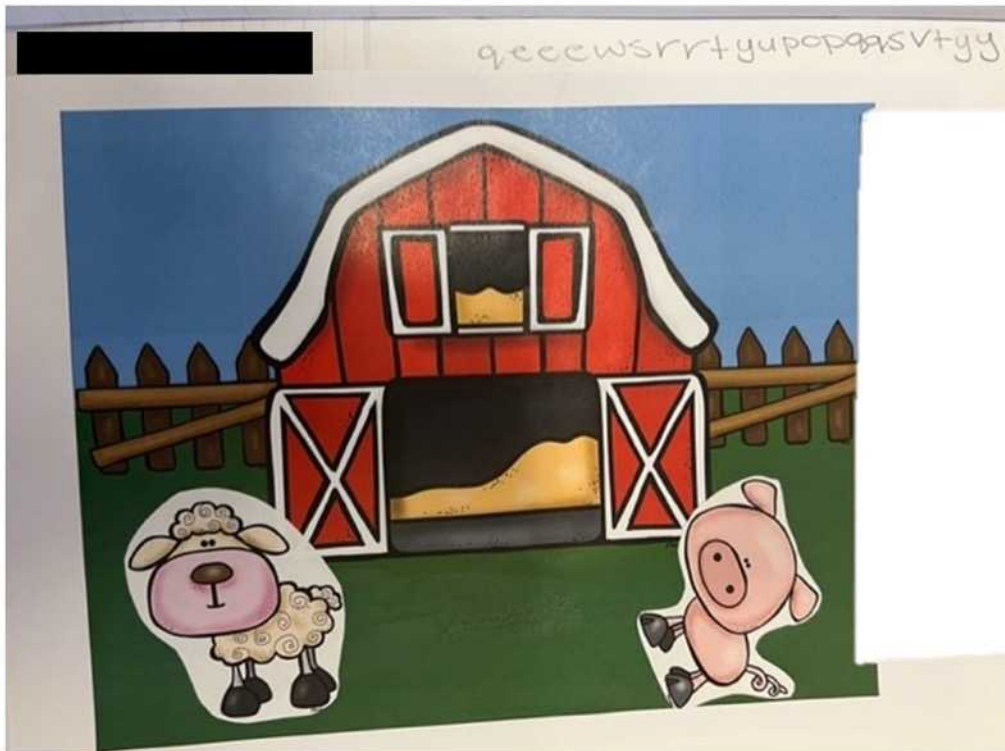

Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad about a photo student selected. Educator noted on writing record form that student was partially engaged. Educator attributed meaning as "sheep go"

A.3 Letters or Marks With Active Attention to Writing

Student selects letters with active attention to an alternative pencil or makes intentional marks or shapes when handwriting. Student is beginning to see themselves as a writer but doesn't yet know the difference between writing and drawing consistently.
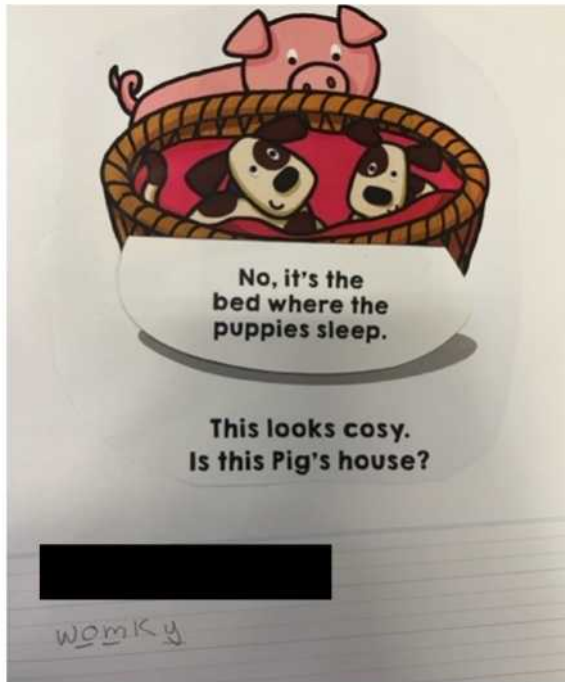

Student selected letters on a low-tech flip chart by pointing and educator wrote the letters down. Educator noted on writing record form that the student was fully engaged. Student wrote about a recently completed play activity with farm animals and educator attributed meaning as "sheep and pig".

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A.4 Letters or Marks With Active Attention to Writing & Written Output

No, it's the
bed where the
puppies sleep.

This looks cosy.
Is this Pig's house?

womky

Student selects letters with active attention to an alternative pencil or makes letter-like shapes when handwriting. Student also pays active attention to written output (either on a screen or scribed by someone else). Student knows they are a writer and understands the difference between writing and drawing.

Student selected letters on low-tech PODD alphabet page by pointing and educator wrote the letters down. Educator noted on writing record form that student was fully engaged. Student translated writing by pointing to the dog in the book and pointing to his own legs.

Writing Record Sheet

Student: ▮▮▮ Staff Member: Julia

AAC system/speech : _____ PODD _____ Short description of how language generated: __Chase selected from 2x__

images. Book of the week: ▮▮▮ pointed to the dog and patted his legs, staff attributed meaning.

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

(specify) _____ PODD alphabet _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:

A.5 Letters in Repeated Strings, Alphabetic Order, Letters from Their Name or Other Stylised Letter Strings


Student selected letters on a low-tech alphabet flip chart by pointing and educator wrote the letters down. Student translated writing as "can".

Student responds when asked to write. Student selects letters in repeated strings, in alphabetic order, letters from their name or in other stylised groups e.g., first letter on every page of flip chart. Student writes individual letters when handwriting. Some students may skip this stage.

Writing Record Sheet

Student: _____   Staff Member: _____

AAC system/speech : __Proloquo2go__   Short description of how language generated: _____

__Chose 'can' on P2G__

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☒ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____   Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:

A.6 Different Letters in a String

Student selects 6 or more different letters out of order with continued attention, interest, and engagement to both the writing process and the output. Student handwrites 6 or more different letters when handwriting.
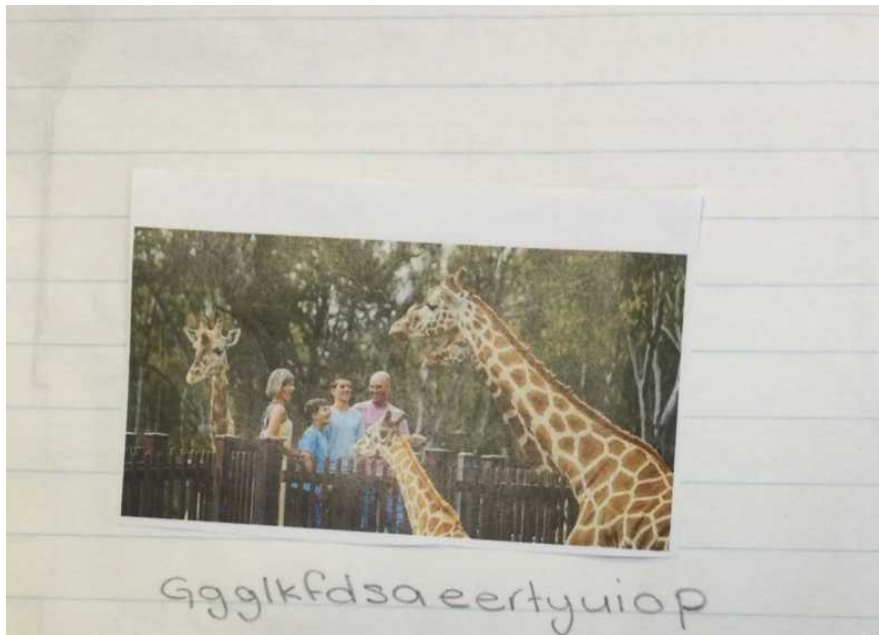
Student selected letters on an iPad using a QWERTY keyboard and the Notes app. Educator transcribed the letters to the student's writing book. Student translated writing as "giraffe elephant".

A.6-PAS Different Letters in a String

BAGK

Student selected letters from a high contrast letter chart using Partner Assisted Scanning. Educator transcribed the letters to the student's writing book. Student translated writing as "I like this" using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects 3 or more letters out of order and is engaged and interested in the writing process and output.

Writing Record Sheet

Student: ▮▮▮ Staff Member: ▮▮▮

AAC system/speech: _Personalised POPD_ Short description of how language generated: _Chat words →_

I like this - modelled - Angus is a bunny

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☑ Other

(specify) _High contrast letter chart_ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Access Method: ☐ Direct access ☑ Partner Assisted Scanning ☐ Other

Comments: _Mostly chatting. Eye gaze choosing a few letters._

Group B
Letters and Spaces

B.1 Letters and Non-Traditional Spaces
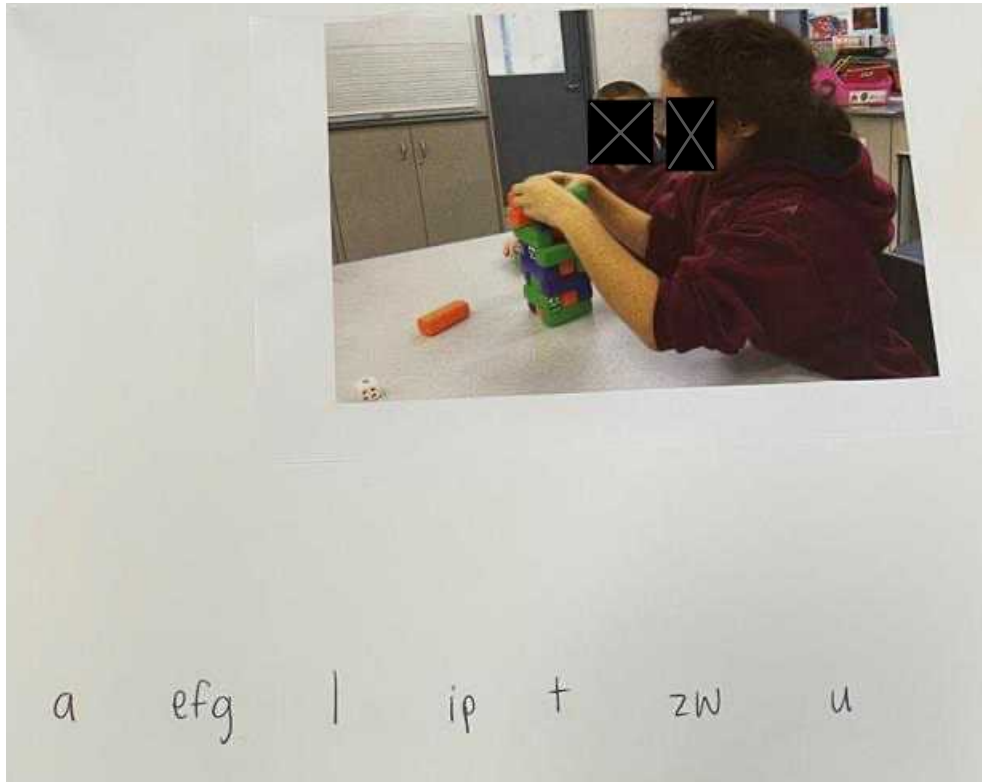
Student selects or handwrites letter strings and spaces. Student uses spaces in a non-traditional way. This could include:
- Inserting a space in the middle of long strings of letters
- Inserting spaces between every letter
- Inserting multiple spaces between strings of letters
- Writing letter strings and inserting spaces in any non-traditional way

Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad. Student translated writing as "I am playing Jenga with Lxxxxx".

B.2 Letters and Spaces with Two or More Word-Length Groups
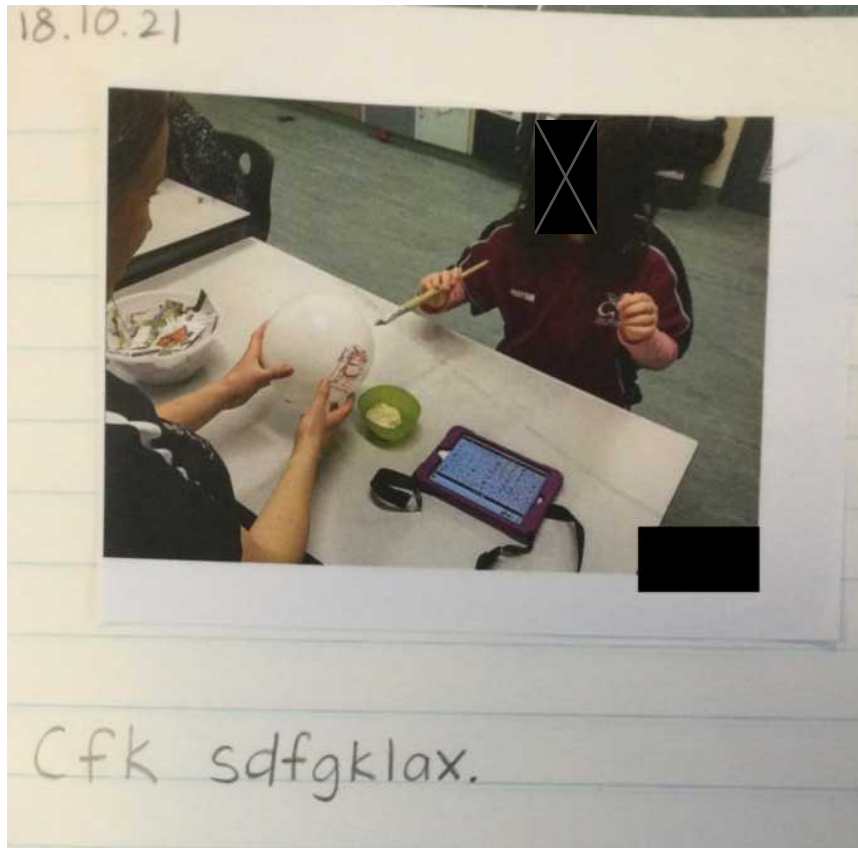
Student selected letters on a QWERTY keyboard in Notes on an iPad. Student translated writing as "glue stick paint".

Student selects or handwrites letters and spaces with at least two or more word-length groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word-length grouping.

B.2-PAS Letters and Spaces with Two or More Groups

cf glp

Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as "chocolate felt gooey" using his PAVS PODD.

If student is using an alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects two letter groups with two or more out of order letters per group and selecting spaces to mark the end of each letter group.

B.3 Letters and Spaces with Three or More Word-Length Groups

Student selects or handwrites letters and spaces with three or more word like groupings. Each group should have between 2 and 9 letters. Longer strings are not considered a word length grouping.

Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Using Proloquo2Go, student translated writing as "train red".

B.3-PAS Letters and Spaces with Three or More Groups

Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as "more song" using his PAVS PODD.
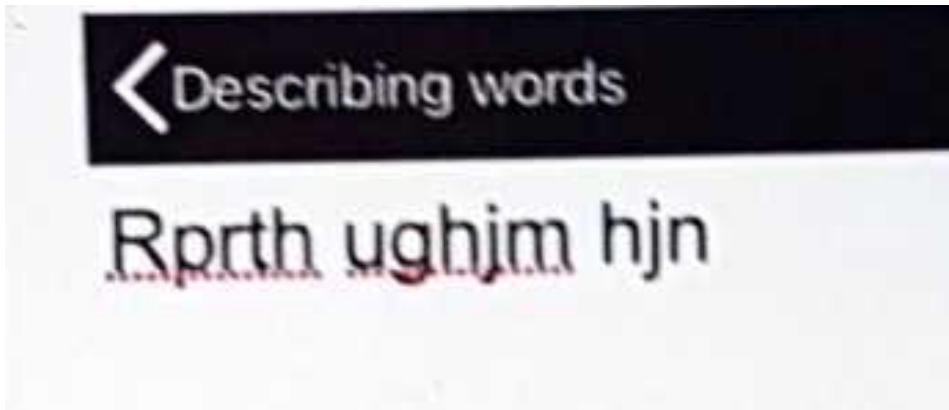
If student is using alternate pencil with partner assisted scanning (auditory, visual, or auditory and visual), the student selects three letter groups with two or more out of order letters per group and selects spaces to mark the end of each letter group.

Group C

Words, Sentence Fragments and Sentences Not on Topic

(Some students may skip this group)

C One or More Words or Sentences Not on Topic
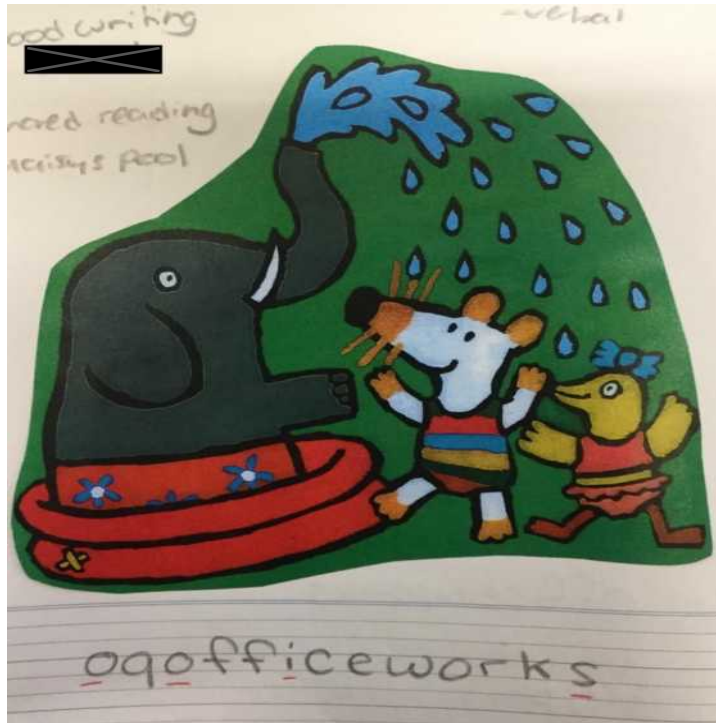
Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Student was writing about a photo of Maisy from a book he had chosen. Student translated writing as "swimming".

Student generates one or more words or sentences which don't relate to the writing topic or the stated meaning. May be high interest words. Student may or may not use spaces. Some students may skip this level.

Writing Record Sheet

Student: ☒   Staff Member: Jane

AAC system/speech : PODD app   Short description of how language generated: Student didn't generate any language about the photo or to explain her writing

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☒ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____   Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☒ Fully engaged. ☐ Partially engaged. ☐ Not engaged

Topic selection process: ___Selected a picture of a dog from three photos_____ (e.g. choice of 3 photos)

Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Student didn't generate any language when discussing the writing topic

Group D
Phonetic Stage

D.1 Phonetic Stage Initial Sounds

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided (e.g., from writer's circle or student's attributed meaning), it is clear student is writing on the writing topic and representing more than 50% of initial sounds in words or more; however, words are not yet intelligible without the further information.

Pt h kt s n t smg pel

Student wrote on a computer with a QWERTY keyboard. Student translated writing as "Pete the Cat was in the swimming pool".

Writing Record Sheet

Student: ✗✗✗
Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated: **verbal speech**
Pete the cat is in the swimming pool.

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.**   Partially engaged   Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

D.2 Phonetic Stage Initial, Medial and Final Sounds

Student generates letter strings which may or may not include spaces. Writing can be accompanied by a picture, which can be used to support intelligibility. Once further information is provided, (e.g., from writer's circle or student's meaning), it is clear student is representing 50% or more of salient sounds (i.e., initial, final and/or medial) in words; however, words are not yet intelligible without the further information.
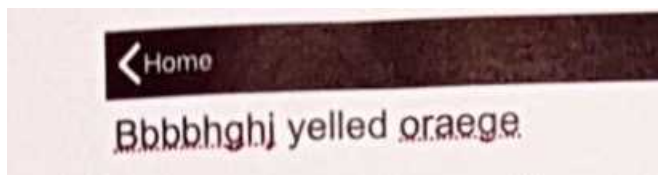
Bbbbhghj yelled oraege

Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo they selected. Student translated writing as "Butterfly, yellow orange".

is on DWS level 4

will demonstrate phonemic awareness of initial sounds in words through correct transcription of initial sounds in 50% of words by the end of term 4, given daily opportunities to write about self-selected meaningful topics.

Date	Writing topic	Starting sounds	Goal achieved
20·10	Play based	3/3	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: Butterfly yellow orange

Pencil used: QWERTY   Supports used: predictive   ☐ Co-constructed

Student engagement: ☑ Fully engaged   ☐ Partially engaged   ☐ Not engaged   ☑ indepen

verbally said caterpillar. tell me more, went to yellow. Tell me more, went to orange

Group E
Words

E.1 One Intelligible Word

Student generates one intelligible word on the writing topic. The word has two or more letters, which may or may not be separated by spaces. The word relates to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words may be embedded in a string of letters or appear on their own. Word does not have to be spelled correctly but needs to be intelligible without further information. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. No word prediction available. Student wrote about a photo she selected of cooking for a Halloween party. Student translated writing as "Happy Halloween".

E.2 Two to Three Intelligible Words

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Student generates two to three intelligible words on the writing topic. Words may or may not be separated by spaces. The words relate to the topic and the meaning the student indicates. If the same word is repeated it is still counted as one word. Words do not have to be spelled correctly. The words "I" and "a" need to be separated by spaces to be considered words. Writing can be accompanied by a picture, which can be used to support intelligibility.

A cie like jhh.

Student selected letters on a QWERTY keyboard on an iPad. Word prediction and word wall were available. Student wrote about a picture he selected. Student translated writing as "A caterpillar like strawberry".

is on DWS level 4

will demonstrate phonemic awareness of initial sounds in words through correct transcription of initial sounds in 50% of words by the end of term 4, given daily opportunities to write about self-selected meaningful topics.

Date	Writing topic	Starting sounds	Goal achieved
15/10	choice. Assessment	3/4.	✓

Instructional focus: I am learning to hear different sounds in words. Please model sounding out each word in mini lesson to me before each writing opportunity.

Sentence: The caterpillar liike strawberry.

Pencil used: QWERTY.   Supports used: word wall predictive.   ☑ Co-constructed

Student engagement: ☑ Fully engaged   ☐ Partially engaged   ☐ Not engaged

E.3 More than Three Intelligible Words with No Conventional Sentence Structure

101 dalmatian
Book fire basket stick

Student generates more than three intelligible words on the topic but with no little words or conventional sentence structure. May consist completely of nouns or a be a list of items in a selected picture or around a topic. Words may or may not be separated with spaces. Writing can be accompanied by a picture, which can be used to support intelligibility.
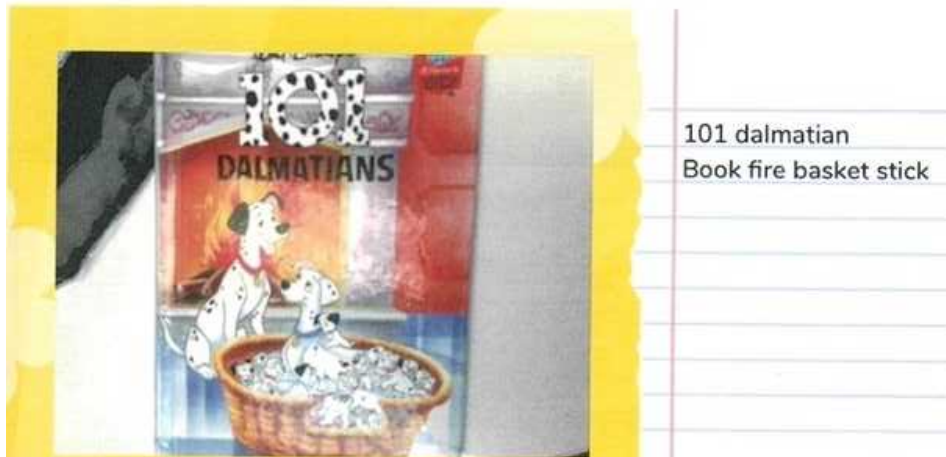
Student selected letters on a QWERTY keyboard on an iPad. Word prediction was available. Student wrote about a picture he selected of a book he has been engaging with.

Group F
Sentence Fragments

F.1 Learned Sentence Fragment, with Other Words on Topic

Student begins writing with a learned sentence stem (e.g., from a predictable chart or book), which may or may not be appropriate for the topic or student's meaning (e.g., I want, I like, I am). This is followed by one or more words appropriate to the topic. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

F.2 Simple Sentence Fragment with Little Words

Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student generates a simple sentence fragment of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

F.3 Two or More Simple Sentence Fragments with Little Words
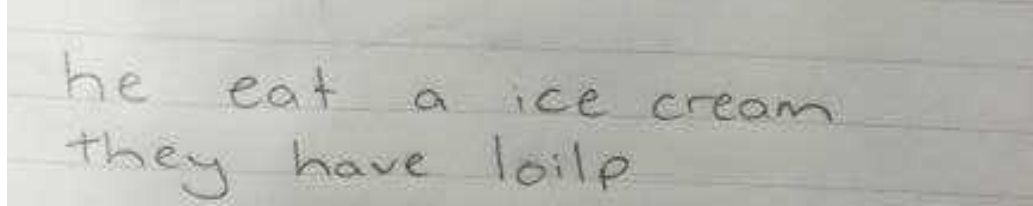
Student generates two or more simple sentence fragments of two or more intelligible words on the topic that includes some little words (e.g., the, a, is). There is a definite attempt at sentence structure. Words may or may not be separated by spaces and may not be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

he eat a ice cream
they have loilp

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Writing Record Sheet

Student: ✖✖
Staff Member: Molly

AAC system/speech : **verbal speech/ p2g**
Short description of how language generated:
He eat (p2g)
A ice cream (verbal speech)
They have lollypop (p2g)

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Part II

From Simple Sentences to Multiple Elements

Group G

Simple Sentences

G.1 One Complete Simple Sentence of 3 to 6 Words; May Also Include Additional Partial Sentences
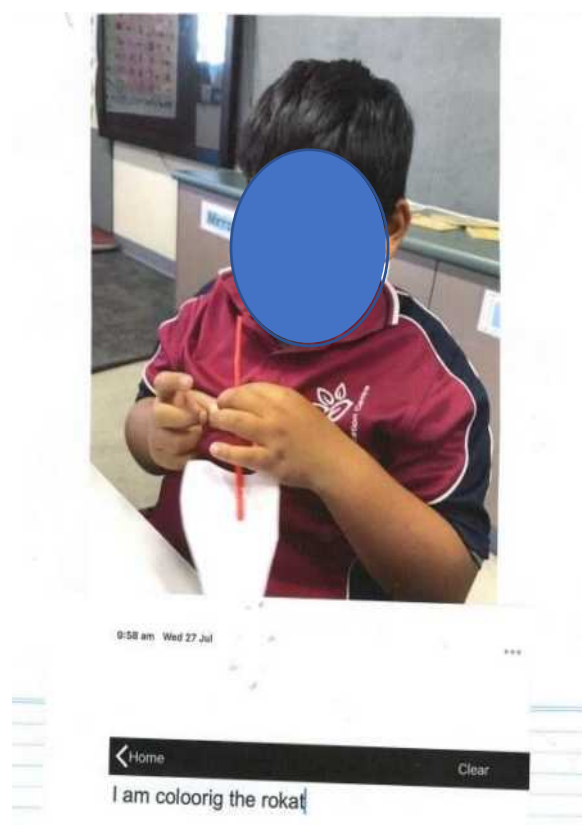
Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.

Student independently generates one simple sentence with 3 to 6 intelligible words on the topic. All little words and parts of words are present. Writing may also include additional partial sentences. Words may or may not be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

G.2 Two or More Sentences (Simple, Expanded or Complex) on Different Topics; May Also Include Additional Partial Sentences

Today is cold. I like Roblox.
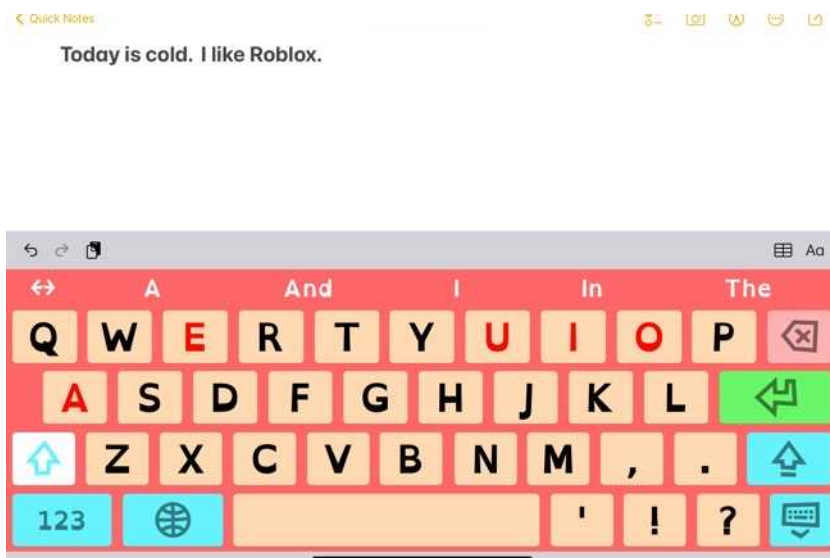
Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend.

Student generates two or more sentences on different topics. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student: _____ Staff Member: Josh

AAC system/speech : Proloquo2Go   Short description of how language generated: _Student was writing about the weekend.

He wrote about it being cold and then reverted to his favourite topic from his birthday (please note if meaning was attributed by adult)

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☒ Other

(specify) Keedogo Supports used: ☒ Word Wall ☒ Word prediction ☐ Other _____

Student Engagement: ☐ Fully engaged. ☒ Partially engaged ☐ Not engaged

Topic selection process: All students were asked to write about the weekend (e.g. choice of 3 photos)
Access Method: ☒ Direct access ☐ Partner Assisted Scanning ☐ Other
Comments: Student generated the language and writing independently

G.3 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with No Use of Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

Student generates two or more simple sentences of 3 to 6 intelligible words on the same topic. All little words and parts of words are present. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Monday 25th October 2021

I am doing some maths. I am doing some conting. I am doing numbers I am good at it

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture she selected.

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G.4 Two or More Simple Sentences of 3 to 6 Words on the Same Topic with One or More Conjunctions; May Also Include Additional Partial Sentences on the Same Topic

Student generates two or more simple sentences of 3 to 6 intelligible words on the topic and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Writing may also include additional partial sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation may or may not be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

I like red pandas. Pandas are playing with hands up. Pandas are waving hands up. They like swings through the trees. They are best friends.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with word wall and word prediction available. Student wrote about a photo she selected.

Writing Record Sheet

Student: ▧   Staff Member: Carolyne

AAC system/speech : _____   Short description of how language generated:

_____

_____

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____   Supports used: ☑ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged

Topic selection process: ▧ choose to write about his favourite [e.g. choice Movie

of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments: Writing Sample 1 .

Group H

Expanded Sentences

H.1 One or More Expanded Sentence Fragments on the Same Topic with No Use of Conjunctions; May Also Include Additional Simple Sentences on the Same Topic.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. One or two little words or parts of words (e.g., the, plural -s) are missing. Sentence fragment(s) may also include some additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast, but sentences and sentence fragments are on the same topic. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with word prediction available. Student wrote about a picture she selected.

Student generates one nearly complete expanded sentence of 5 or more words on the topic. Sentence fragment may be missing two or three little words or parts of words (e.g., the or -ing) or may contain additional little words which are not required by conventional sentence structure. This fragment may or may not be accompanied by one or more simple sentences. Student uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

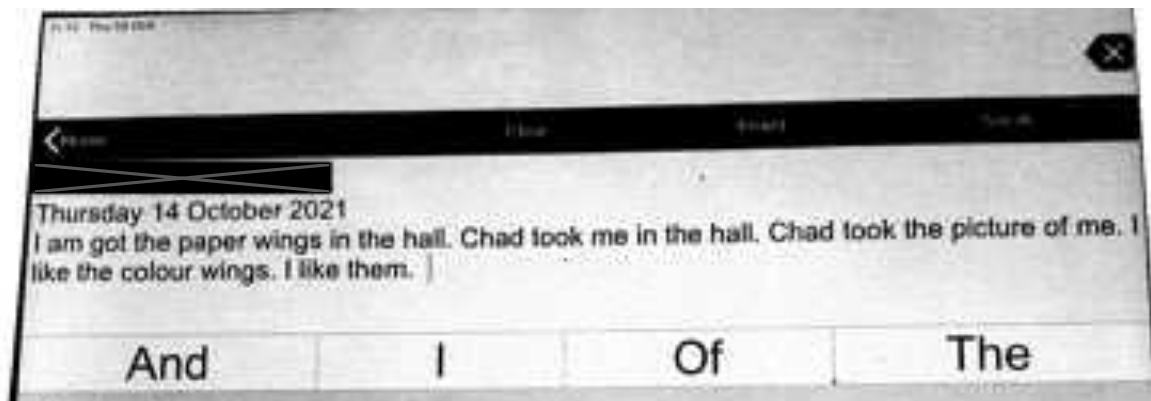I am at school we are playing. With the boll at school with a sso. We are having fun. And I like to hangout with efin.

Student selected letters on a QWERTY keyboard, with word prediction available. Student wrote about a picture he selected.

H.3 One or More Expanded or Complex Sentences on the Same Topic with Limited Organisation; May Also Include Additional Sentences on the Same Topic.

On the weekend Percy went on a avendrte to Mcdonalds on logan road. We went to get cake for 7/3/22 on school day. Dad nearly had a crash on wesnday as well. I felt happy and sad.
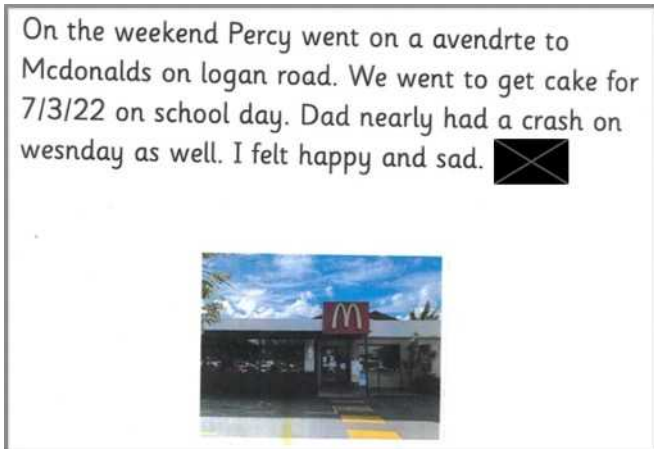
Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic and image he selected.

Student generates one complete expanded sentence on the topic. The sentence has 5 or more words which may or may not be accompanied by one or more simple sentences. The sentences are not organised, presenting information in a disordered way which may impact on the reader's comprehension. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet

Student:

Staff Member: Matt/Kahlilo

AAC system/speech : verbal

Short description of how language generated:

_____ (please note if meaning was attributed by adult)

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech ☐ Other

(specify) _____ Supports used: ☐ Word Wall ☐ Word prediction ☐ Other _____

Student Engagement: ☑ Fully engaged ☐ Partially engaged ☐ Not engaged

Topic selection process: _____ Google image
(e.g. choice of 3 photos)

Access Method: ☑ Direct access ☐ Partner Assisted Scanning ☐ Other

Comments:

H.4 One or More Expanded Sentences with Two or More Components of "Who, What, When, Where and Why" on the Same Topic; No Use of Conjunctions; May Also Include Additional Simple Sentences on the Same Topic.

Pet the cat was wacig down the street. He was werg wit saes. Pet is washig his shes in water they will go watt in the barth.

Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.

Writing Record Sheet

Student: ✖✖✖✖
Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated:
Pete the cat was walking down the street he was wearing white shoes. Pete is washing his shoes in water they will go white in the bath.

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech
QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Student generates one or more complete expanded sentence(s) on the topic. The sentence has 5 or more words. All little words and parts of words are present and two or more components of "Who, What, When, Where and Why" are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Student makes no use of conjunctions to show the reader how ideas are linked or how ideas contrast. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

H.5 One or More Expanded Sentences with Conjunctions and Two or More Components of "Who, What, When, Where and Why" on the Same Topic; May Also Include Additional Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic.

Thursday 14th October 2021
I am going to the shopping with my brother and my father. We are family. Then we are shopping together. Then get buy some money.
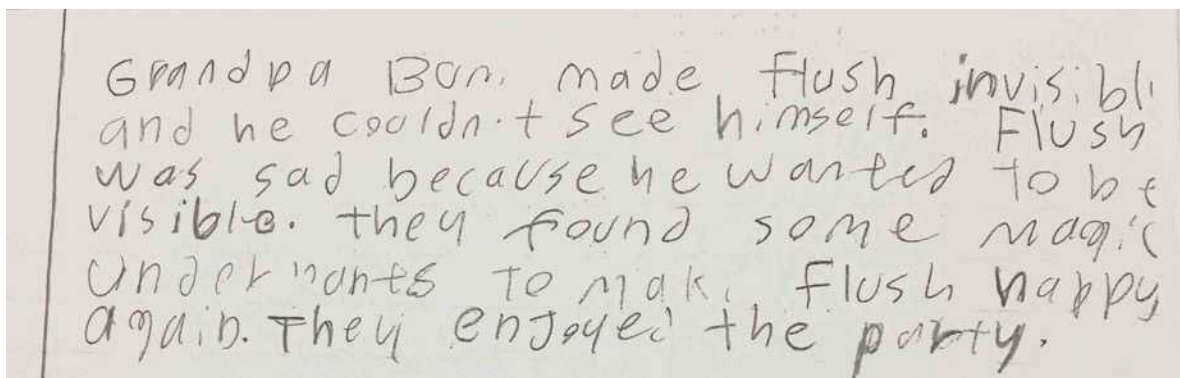
Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a topic he selected.

Writing Record Sheet

Student generates one complete expanded sentence on the topic. The sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and two or more components of "Who, What, When, Where and Why" are included. This expanded sentence may or may not be accompanied by one or more simple sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

H.6 Two or More Expanded Sentences with Conjunctions and Three or More Components of "Who, What, When, Where and Why" on the Same Topic; May Also Include Additional Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic.

Student handwrote about the book of the week "Bum Magic." Word wall was available. Writing says "Grandpa Bum made Flush invisible and he couldn't see himself. Flush was sad because he wanted to be visible. They found some magic underpants to make flush happy again. They enjoyed the party."

Student generates two or more complete expanded sentences on the topic. Each sentence has 5 or more words and uses one or more conjunctions to show the reader how ideas are linked or how ideas contrast. All little words and parts of words are present and three or more components of "Who, What, When Where and Why" are included. These expanded sentences may or may not be accompanied by one or more simple sentences or expanded sentences without conjunctions. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used. Writing can be accompanied by a picture, which can be used to support intelligibility.

Group I

Complex Sentences

I.1 One Partial Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of "Who, What, When, Where and Why"; May Also Include Additional Expanded or Simple Sentences on the Same Topic.

Holly 14th October 21

I am outside with my friend trashy we are dancing and I am hole dancer. I like to dance with my friends

Student wrote on a QWERTY keyboard on a computer, with word wall available. Student wrote about a picture she selected.

Writing Record Sheet

Student:
Staff Member: Corolyne
AAC system/speech:
Short description of how language generated:

Pencil used: ☐ Handwriting ☐ Flip chart low tech ☐ Flip chart high tech ☑ QWERTY high tech ☐ QWERTY low tech
☐ Other
(specify)
Supports used: ☑ Word Wall ☐ Word prediction ☐ Other

Student Engagement: ☑ Fully engaged. ☐ Partially engaged ☐ Not engaged
Topic selection process: Choice of three photos   (e.g. choice of 3 photos)

Access Method: ☐ Direct access ☐ Partner Assisted Scanning ☐ Other
Comments: Writing sample 1

Student generates one partial complex sentence with 6 or more words on the topic and two or more clauses; however, one or more little words is missing. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast. Three or more components of "who, what, when, where and why" are included. This complex sentence may or may not be accompanied by one or more simple or expanded sentences, partial or complete. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Jane Farrall
CONSULTING
Literacy · AAC · Assistive Technology

WRITING WITH
ALL TOOLS
CONTINUUM

I.2 One Complex Sentence with Two or More Clauses, Use of Conjunctions and Three or More Components of "Who, What, When, Where and Why"; May Also Include Additional Expanded or Simple Sentences on the Same Topic.

I go to the beach with Mum and Casey. I have fish and chips. I go with swimming. I making the sandcastle.

Student wrote on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a picture she selected.

Student generates one complete complex sentence on the topic. The sentence has 6 or more words with two or more clauses. The sentence should use one or more conjunctions to show the reader how ideas are linked or how ideas contrast and include three or more components of "who, what, when, where and why". This complex sentence may or may not be accompanied by one or more simple or expanded sentences. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Jane Farrall
CONSULTING
Literacy · AAC · Assistive Technology

WRITING WITH
ALL TOOLS
CONTINUUM

I.3 Two or More Complex Sentences, Each with Two or More Clauses and Use of Conjunctions; Four or More Components of "Who, What, When, Where and Why are Used"; May Also Include Additional Expanded or Simple Sentences on the Same Topic.

Student generates two or more complete complex sentences on the topic. Each sentence has 6 or more words and two or more clauses. There are two or more conjunctions that show the reader how ideas are linked or how ideas contrast. Four or more components of "who, what, when, where and why" are included. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Student hand wrote the sentences. Word wall was available.

Group J
Multiple Elements

J.1 Two Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Astronauts will be in the story, in space world on looking at planet day.

In space world there are astronauts. The astronauts are go to astronaut school. On their birthdays they eat iced space cakes, space biscuits, space cookies, sweet coloured space milk, space bars, space block chocalates, sweet coloured space bread, space candy and space cereal.

Tomorrow was look at the planets day. After they come home from astronaut school the astronauts go straight out to look at space planes and rockets. But then they remember that they forgot to bring their toy telescopes. They go straight back to their space houses and grab their toy telescopes and then go into outer space to look at the planets.

The moral of this story is always bring your telescope when you go to outer space.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.

Writing Record Sheet

Student: ▨▨▨▨
Staff Member: Molly

AAC system/speech : **verbal speech**
Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech
QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged   Not engaged

Topic selection process: **independent speech**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Student generates writing with two elements, each outlining part of the topic (e.g., an animal's habitat and its diet). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

J.2 Three Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Once upon a time there lived the clever boy and his brothers. The rest of their family had moved to the city and had found some grand hotels and apartments to live in.

The clever boy and his brothers had been left behind by their family and had been many times looking for someone to take care of them. Then the king that had been watching them out of his castle window made up his mind to welcome them by preparing them a feast in their food rooms. They had lots of playrooms and toy rooms, TV rooms and dining rooms. First the king told them to eat the feast in the dining room. Then after they ate he told them to go to bed. Then he told them to wake up and eat all the food in the food room including to eat all the biscuits in the biscuit room. Then it was the clever boy's birthday and he had to celebrate his birthday by eating all the cake in the cake room. Then it was his brothers' birthday and they had to eat all the cupcakes in the cupcake room with chocolate knifes and candy forks. Then he ordered his waiters to prepare special lunches, special dinners, special afternoon teas, and special desserts. Then they began to miss their family.

The problem was their family began to miss them and thought that they would never see them again for the rest of their life. The clever boy and his brothers began to miss their family and thought that they would never see their family again for the rest of their life.

The solution was that the clever boy and his brothers asked the king if they could go back to their family. Since they had done what he told them to do so he told them that they could at last go to their family. He gave them candy party bags and sent them on their way. In a few minutes they arrived and their family said hello to them. Their family were so glad to see them that they prepared banquets. Then it was their family's birthday and they celebrated it by eating all the cake. Then they had parties. Then they all lived happily ever after with their family.

Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.

Student generates writing with three elements, each outlining part of the topic (e.g., beginning, middle and end). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

Writing Record Sheet
Student: XXXX
Staff Member: Molly

AAC system/speech :
Short description of how language generated:
Independent writing

Pencil used: Handwriting Flip chart low tech Flip chart high tech QWERTY high tech QWERTY low tech Other **Keyboard computer**

Supports used: Word Wall Word prediction Other

Student Engagement: **Fully engaged.** Partially engaged Not engaged

Topic selection process: **Independent speech/ proloqo2go**

Access Method: Direct access Partner Assisted Scanning Other

Comments:

Jane Farrall
CONSULTING
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WRITING WITH
ALL TOOLS
CONTINUUM

J.3 Four or More Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.

Writing sample is on the next two slides.

Student wrote with a keyboard and Microsoft Word. Word wall was available but not used.

Student generates writing with four or more elements, each outlining part of the topic (e.g., why we need to reduce, reuse and recycle, how to reduce, how to reuse and how to recycle). Each element consists of three or more sentences, including at least one complex sentence. The complex sentence has 6 or more words on the topic and two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Elements may or may not be arranged as paragraphs. Words must be separated by spaces and do not have to be spelled correctly. End punctuation must be used, although other punctuation is not required. Writing can be accompanied by a picture, which can be used to support intelligibility.

On Friday the 21st of June 2019, I went to Prospect Centre with my mate JB. On the way to Prospect Centre, the buses we saw were 885, 1115, 255, 1289, and 2531. When we got there, we went to Foodbank at Edwardstown with Damien and our teacher Kim Woods. The bus we rode was 2505, with Angry Birds and the Brown bubbly soft drink. On the bus, I played the game Angry Birds on my phone. When we got off the bus, I finished playing Angry Birds on my phone, so we walked to Adelaide Railway Station. The electric train we rode was 4016. JB and I listened to hit107 on my phone. We rode it to Emerson station, and then we walked to Foodbank at Edwardstown. When we got there, we used the elephant foot to squish up the cardboard boxes. During that time, we took turns cleaning the floor. I went first, Damien went second, and JB went last. After our recess break, we did some weighing of the boxes to make sure that the boxes did not weigh under 10.2 kilos. Some weighed under 10.2, so we had to find the stuff that was missing in the box. After that, we caught the electric train back to the city numbered 4018. We walked to the Myer Centre and had lunch. We all had McDonalds for lunch, while our teacher Kim Woods, had his own lunch. After we ate lunch, we waited for the bus on route 222 to Mawson Interchange. The bus we rode was 2597, with the Volkswagen EOFY Sale. I continued to play Angry Birds on my phone until we got to Prospect Centre. When we got back, we did work on our Foodbank visit. After we did our work, we played UNO. On the way home, the buses I saw were 2542, 2546, 1112, 1528, and 1966. Scania K230UB 1528 bus was in Port Adelaide Depot, advertising Uber Eats with Ruby Rose and Rebel Wilson. After dropping JB off at home, we got Hungry Jacks for lunch. After that, we went home.

On Saturday the 22nd of June 2019, I went to my Nan's with my mum. The buses I saw on the way to my Nan's were 2507, 2582, 2536, 2745, and 2405. We went shopping at Munno Para and got some groceries, including a new microwave plate because her old microwave plate broke. We also got the stepladder and then we went to my Nan's house, dropping off the groceries we brought. After that, we went to Hungry Jacks at Munno Para and had lunch. After that, we did more shopping, this time at Woolworths. We got more groceries and then we went back home at Nan's. We did some packing, and unpacking, as we were about to head back home to avoid the football traffic. On the way home, the buses I saw were 2505, the one I rode with JB with Angry Birds and I played that game on my phone, 1234 with John Wick 3, and 1178 with Optus. We dropped off our stuff we got from Nan's, and then we went to Melissa's for afternoon tea. I played Angry Birds on my phone. Then we pretty much went back home after that. The buses I saw in Port Adelaide bus depot with new ads were 1413 with Uber Eats, with Ruby Rose and Rebel Wilson, and 1415 with Toy Story 4. Speaking of Toy Story, after watching the news, we watched Toy Story 2 on Channel 9. After that, I played Candy Crush on my iPad. I got up to level 852 I think? But I went to bed after playing a bit of Candy Crush on my iPad.

On Sunday the 23rd of June 2019, I went to my mum's friend, Christina's place. We looked at her current house before the new flooring would get put in. The changes I noticed was her baby's room looked practically empty, and the old destroyed door, got removed and a new door got put in. The walls also looked fresh with new paint. After that, we went back home and I played Angry Birds on my phone.

I had a great weekend.