



Writing with All Tools Continuum Moderation Guide

Version 1
October 2022

This guide is intended to assist with moderation when using the [Writing with All Tools Continuum \(Farrall, 2022\)](#). It aims to provide a flow chart for your thinking.

For each student, you should have three writing samples completed in the three weeks before moderation. These samples should be completed independently. Each sample should be considered separately, as a student may write at different levels on different days and on different topics.

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.

Assessment and Moderation Guidelines

1. For each sample, moderators should consider which Group Descriptor on the continuum best describes the sample.
2. Once you have decided on the group, then look at the levels within the group to determine which one most accurately describes the sample. In each level descriptor, there is information about what elements are required. Please follow these guides.
3. A student's name outside of the main body of writing, or the date, doesn't count towards the sample assessment.
4. Many of the level descriptors contain the definition "intelligible". Any pictures provided with the sample can be used to support the moderators' rating of intelligibility. However, notes or other information provided by the student or teacher cannot be used for this purpose.
5. If needed, refer to the information provided in the [Writing with All Tools Continuum](#) for further explanation of a clause, conjunction and element.
6. Once there has been time for the assessment to be made, then moderators can state the level they believe best describes the sample.
7. If there is a difference in the levels given for the same sample, then the lower level should be given. For example, if one moderator says B.4 and another says B.3, then the sample would be assigned B.3.
8. 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.



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Moderation Flowchart

Step 1: consider which Group Descriptor on the continuum best describes the sample. Use the Group Descriptors below.

Groups in Part I

Group A: Letters or Marks: Go to Pages 3 & 4

Group B: Letters and Spaces: Go to Page 5

Group C: Words, Sentence Fragments, and/or Sentences Not on Topic: Go to Page 6

Group D: Phonetic Stage: Go to Page 6

Group E: Words: Go to Page 7

Group F: Sentence Fragments: Go to Page 8

Groups in Part II

Group G: Simple Sentences: Go to Pages 9 & 10

**Group H: Expanded Sentences:
Go to Pages 11, 12 & 13**

**Group I: Complex Sentences:
Go to Pages 14 & 15**



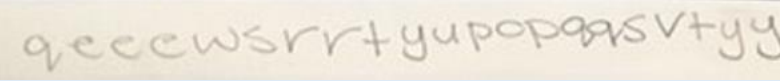
**Group J: Multiple Elements:
Go to Pages 16 & 17**

Step 2: Once you have decided on the group, turn to the page indicated to go to the group. Look at the levels within the group to determine which one most accurately describes the sample. In each level descriptor, there is information about what elements are required. Please follow these guide and then follow Steps 3 to 8 on the first page.



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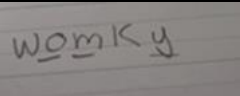
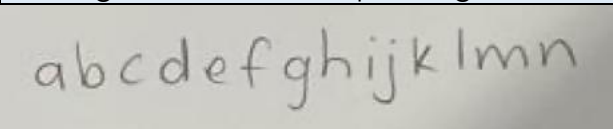
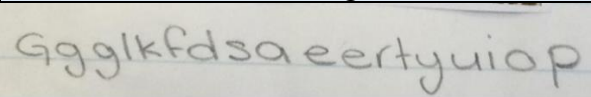
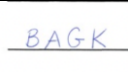
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Group A: Letters or Marks		Example
A.1	<p>Letters or Marks Without Engagement Student selects letters or makes marks without writing attention, interest, or engagement. Student doesn't yet have enough experience with writing to see themselves as a writer.</p>	 <p>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".</p>
A.2	<p>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.</p>	 <p>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"</p>
A.3	<p>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.</p>	 <p>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".</p>



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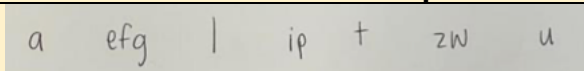
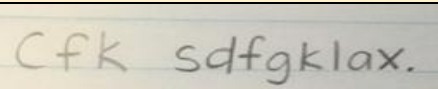

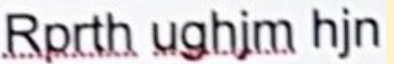

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<p>A.4</p>	<p>Letters or Marks with Active Attention to Writing & Written Output Student selects letters with active attention to an alternative pencil or makes letter-like shapes when handwriting. Student also pays active attention to written output (either on a screen or scribed by someone else). Student knows they are a writer and understands the difference between writing and drawing.</p>	 <p>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.</p>
<p>A.5</p>	<p>Letters in Repeated Strings, Alphabetic Order, Letters from Their Name or Other Stylised Letter Strings 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.</p>	 <p>Student selected letters on a low-tech alphabet flip chart by pointing and educator wrote the letters down. Student translated writing as "can".</p>
<p>A.6</p>	<p>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</p>	 <p>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".</p>
<p>A.6-PAS</p>	<p>Different Letters in a String 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.</p>	 <p>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.</p>



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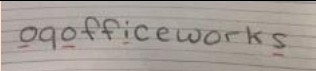
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Group B: Letters and Spaces		Example
B.1	<p>Letters and Non-Traditional Spaces: Student selects or handwrites letter strings and spaces. Student uses spaces in a non-traditional way. This could include:</p> <ul style="list-style-type: none"> • Inserting 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 	 <p>Student selected letters on a high-tech flip chart in Proloquo2Go on an iPad. Student translated writing as “I am playing Jenga with Lxxxx”.</p>
B.2	<p>Letters and Spaces with Two or More Word-Length Groups 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.</p>	 <p>Student selected letters on a QWERTY keyboard in Notes on an iPad. Student translated writing as “glue stick paint”.</p>
B.2-PAS	<p>Letters and Spaces with Two or More Groups 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.</p>	 <p>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.</p>
B.3	<p>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.</p>	 <p>Student selected letters on a QWERTY keyboard in Proloquo2Go on an iPad. Using Proloquo2Go, student translated writing as “train red”.</p>
B.3-PAS	<p>Letters and Spaces with Three or More Groups 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.</p>	 <p>Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as “more song” using his PAVS PODD.</p>



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Group C: Words, Sentence Fragments and/or Sentences Not on Topic (Some students may skip this group)		Example
C	<p>One or More Words or Sentences Not on Topic 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.</p>	 <p>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".</p>

Group D: Phonetic Stage		Example
D.1	<p>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.</p>	<p>Pt h kt s n t smg pel</p> <p>Student wrote on a computer with a QWERTY keyboard. Student translated writing as "Pete the Cat was in the swimming pool".</p>
D.2	<p>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.</p>	<p>Bbbbhghj yoll oraege</p> <p>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".</p>



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Group E: Words		Example
<p>E.1</p> <p>One Intelligible Word</p> <p>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.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> </div> <p>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".</p>	
<p>E.2</p> <p>Two to Three Intelligible Words</p> <p>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 "l" 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.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> </div> <p>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".</p>	
<p>E.3</p> <p>More than Three Intelligible Words with No Conventional Sentence Structure</p> <p>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.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> </div> <p>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.</p>	



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Group F: Sentence Fragments		Example
F.1	<p>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.</p>	<p style="text-align: center;">I am the kfc</p> <p>Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.</p>
F.2	<p>Simple Sentence Fragment with Little Words 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.</p>	<p style="text-align: center;">A mnpk jjzs on the bed.</p> <p>Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.</p>
F.3	<p>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.</p>	<p style="text-align: center;">he eat a ice cream they have loilp</p> <p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.</p>



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	Group G: Simple Sentences	Example
G.1	<p>One Complete Simple Sentence of 3 to 6 Words; May Also Include Additional Partial Sentences</p> <p>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.</p>	<p style="text-align: center;">I am coloorig the rokat</p> <p>Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected.</p>
G.2	<p>Two or More Sentences (Simple, Expanded or Complex) on Different Topics; May Also Include Additional Partial Sentences</p> <p>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.</p>	<p style="text-align: center;">Today is cold. I like Roblox.</p> <p>Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend.</p>



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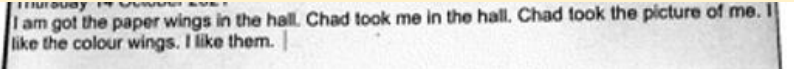
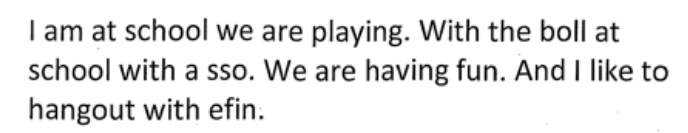
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G.3	Two or More Simple Sentences of 3 to 6 Words on the Same Topic with No Use of Conjunctions; May Also Include Additional Partial Sentences on the Same Topic Student generates two or more simple sentences of 3 to 6 intelligible words on the same 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.	<p>I am doing some maths. I am doing some conting. I am doing numbers I am good at it</p> <p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture she selected.</p>
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.	<p>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.</p> <p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with word wall and word prediction available. Student wrote about a photo she selected.</p>



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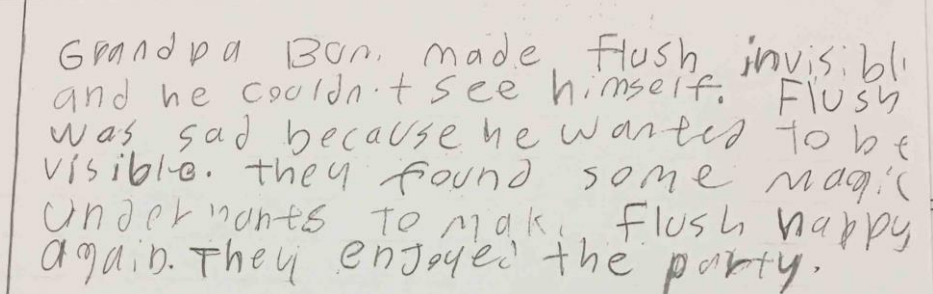
	Group H: Expanded Sentences	Example
<p>H.1</p>	<p>One or More Expanded Sentence Fragments on the Same Topic with No Use of Conjunctions; May Also Include Additional Simple Sentences on the Same Topic</p> <p>Student generates one nearly complete expanded sentence of 5 or more words on the topic. One or 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.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  </div> <p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with word prediction available. Student wrote about a picture she selected.</p>
<p>H.2</p>	<p>One or More Expanded Sentence Fragments with Conjunctions on the Same Topic; May Also Include Additional Simple Sentences on the Same Topic.</p> <p>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.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  </div> <p>Student selected letters on a QWERTY keyboard, with word prediction available. Student wrote about a picture he selected.</p>

<p>H.3</p>	<p>One or More Expanded or Complex Sentences on the Same Topic with Limited Organisation; May Also Include Additional Sentences on the Same Topic.</p> <p>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.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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 wesnesday as well. I felt happy and sad. </p> </div> <p>Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic and image he selected.</p>
<p>H.4</p>	<p>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</p> <p>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.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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.</p> </div> <p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected.</p>
<p>H.5</p>	<p>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</p> <p>Student generates one complete expanded sentence on the topic. The sentence has 5 or more words and uses one or more</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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.</p> </div>



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	<p>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.</p>	<p>Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a topic he selected.</p>
H.6	<p>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 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.</p>	 <p>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."</p>



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Group I: Complex Sentences		
I.1	<p>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, Partial or Complete on the Same Topic.</p> <p>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.</p>	<p style="background-color: #f0f0f0; padding: 5px;">I am outside with my friend trashy we are dancing and I am hole dancer. I like to dance with my friends</p> <p>Student wrote on a QWERTY keyboard on a computer, with word wall available. Student wrote about a picture she selected.</p>
I.2	<p>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.</p> <p>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.</p>	<p style="background-color: #f0f0f0; padding: 5px;">I go to the beach with Mum and Casey. I have fish and chips. I go with swimming. I making the sandcastle.</p> <p>Student wrote on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a picture she selected.</p>



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1.3 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.

There was a dog named opposite that always did the opposite. He ran away from Oliver into Gasey's yard. He jumped up the tree and helped Cleo the cat out of the tree. Cleo and opposite fell asleep to each other. ✓

Student hand wrote the sentences. Word wall was available.



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Group J: Multiple Elements	
<p>J.1</p> <p>Two Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.</p> <p>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.</p>	<p>Astronauts will be in the story, in space world on looking at planet day.</p> <p>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.</p> <p>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.</p> <p>The moral of this story is always bring your telescope when you go to outer space.</p> <p>Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.</p>
<p>J.2</p> <p>Three Elements, Each Outlining a Different Area of the Topic; Each Element Consists of 3 or More Sentences, Including at least One Complex Sentence.</p> <p>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.</p>	<p>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.</p> <p>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 knives 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.</p> <p>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.</p> <p>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.</p>



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		Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected.
J.3	<p>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.</p> <p>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.</p>	<p>Sample too long for table. Please see example in provided writing samples.</p> <p>Student wrote with a keyboard and Microsoft Word. Word wall was available but not used.</p>

Thanks to Fiona Kidziak at Lee Street State Special School for the inspiration for this layout!