V1.2.1 August 2024

WRITING WITH ALL TOOLS

CONTINUUM

Writing with All Tools Continuum

V1.2.1 August 2024

This continuum is designed to assess writing samples from developing writers who are using any writing tool, including handwriting, flip charts, or keyboards. It aims to assist you to monitor the small changes that students might make over time, and has a strong emphasis on the skills each individual needs to develop as they move to the next stage of writing, including functions of print, language, and form.

All levels of the Writing with All Tools Continuum are appropriate for students using any writing tool. All levels can be used for students using direct access e.g., pointing. Some levels need an alternative description for other forms of access, and this is provided as needed. These levels have additional letters after the descriptor, such as PAS (Partner Assisted Scanning).

Organisation of the Continuum

The Writing with All Tools Continuum (WwATC) is divided into two parts.

Part I starts at the very beginning of writing development, where each individual is still learning that they are a writer. It is divided into six groups, with each group covering the development of an understanding important to overall writing development. Groups are then divided into a range of descriptors. Part I of the continuum goes from the earliest stage of writing development, through to writing sentence fragments.

Part II moves from writing simple sentences through to writing that contains multiple Sub-Topics. It is divided into four groups, with each group addressing an area of conventional writing development. Once again, each group is broken down into a range of descriptors.

Progressing Through the Continuum

Most students will move from group to group in the continuum, although some will skip Group C. Within each group, some students may skip a descriptor or move through a group in a different order. For teaching purposes, focus on teaching to the next group rather than the next descriptor. Not all students will move through descriptors in exactly the same way, so targeting groups takes this into account. The only group we would not target for instruction is Group C.

Further Information

The groups and descriptors in the continuum are based on several years of writing moderation with schools, but particularly with The Grove Education Centre and Bullimbal School. The educators at these schools have been instrumental in supporting both the development of the continuum and my understanding of teaching and assessing writing.

Additional resources and information are contained at the end of the continuum. These are:

- Guidelines for Collecting Writing Samples for Assessment and Moderation
- Assessment and Moderation Guidelines
- Further Information on Writing Tools
- Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum
- Extra information for Part II: Little Words
- Extra information for Part II: Conjunctions
- Extra Information for Part II: Clauses
- Extra Information for Part II: Sub-Topics
- Writing Tools Referred to in the Continuum Writing Samples
- Acknowledgements
- References

Writing Samples

Writing Samples used in this continuum are from students at The Grove Education Centre, Bullimbal School, Salisbury Park Primary School, Red Hill Special School and Forrest Parade School. Thank-you to students and staff for sharing!

Writing with All Tools Continuum Webinar

A webinar about the Writing with All Tools Continuum, including a detailed discussion of the continuum, a discussion of some of the documents supporting the continuum and a short moderation is available online at https://www.janefarrall.com/writing-with-all-tools-continuum-webinar/

The Groups

Groups in Part I

Group A: Letters or Marks
(pages 5 & 6)

Group B: Letters and Spaces
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Group C: Words, Sentence Fragments, and/or Sentences Not on Topic
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Group D: Phonetic Stage
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Group E: Words
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Group F: Sentence Fragments
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Groups in Part II

Group G: Simple Sentences
(pages 11 & 12)

Group H: Expanded Sentences
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Group I: Complex Sentences
(pages 15 & 16)

Group J: Multiple Sub-Topics
(pages 17 to 19)

If using this document electronically, you can click on any group to be taken to the descriptors for it.

Back to Groups Menu

Part I: From Marks to Sentence Fragments

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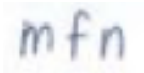
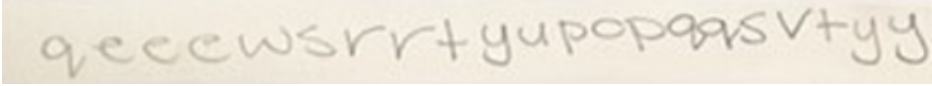
Students whose writing samples are scored in Part I may need different levels of co-construction in narrative generation or, at the earliest levels, for us to attribute meaning. Please see "Attributing Meaning and Co-Constructing Language for Students in Part I" under Additional Resources and Information for guidelines on this topic.

	Group A: Letters or Marks	Example
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 from sensory pencil when writing about a photo of himself which the student selected from a choice of three. Educator noted on writing record form that student was not engaged. Educator attributed meaning as "monster". 
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". 

Part I: From Marks to Sentence Fragments

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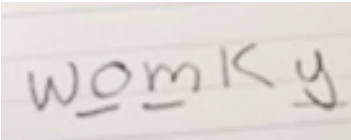
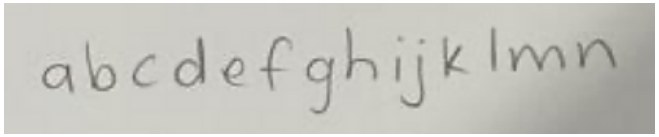
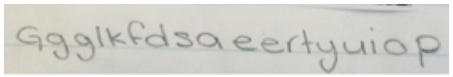
	Group A: Letters or Marks	Example
A.4	**Letters or Marks with Active Attention to Writing & Written Output** Student selects fewer than 6 letters with active attention to writing tool or makes letter-like shapes when handwriting. Student also pays active attention to written output (either on a screen or scribed by someone else). Student knows they are a writer and understands the difference between writing and drawing, selecting print in a text when asked "where do I read?" or "show me the writing"	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. 
A.5	**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.	Student selected letters on a low-tech alphabet flip chart by pointing and educator wrote the letters down. Student translated writing as "can". 
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** 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.	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.

Part I: From Marks to Sentence Fragments

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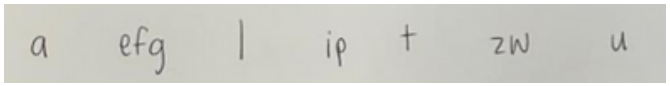
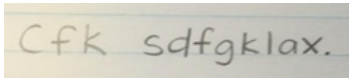
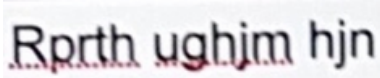
	Group B: Letters and Spaces	Example
B.1	**Letters and Non-Traditional Spaces:** Student selects or handwrites letter strings and spaces. Student uses spaces in a non-traditional way. This could include: • Inserting a space in the middle of long strings of letters • Inserting spaces between every letter • 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 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.	Student selected letters on a QWERTY keyboard in Notes on an iPad. Student translated writing as "glue stick paint". 
B.2-PAS	**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.	Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as "felt gooey" using his PAVS PODD. cf glp
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** 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.	Student selected letters from his low-tech PODD alphabet using partner assisted visual scanning. Student translated writing as "more song" using his PAVS PODD.

Part I: From Marks to Sentence Fragments

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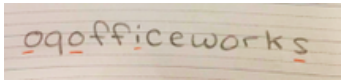
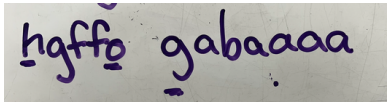
Group C: Words, Sentence Fragments and/or Sentences Not on Topic		Example
C	**One or More Words, Sentence Fragments or Sentences Not on Topic** Student generates one or more words or sentences which don't relate to the writing topic or the stated meaning. May be high interest words. Student may or may not use spaces. Some students may skip this level.	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 did not provide a translation of his writing. 

Group D: Phonetic Stage		Example
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 translation), 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. Initial sounds must be at the beginning of the word to be counted.	Student wrote on a computer with a QWERTY keyboard. Student translated writing as "Hippo Gross". 
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 initial, final and/or medial sounds in words; however, words are not yet intelligible without the further information. Initial sounds must be at the beginning of the word, medial sounds must be in the middle and final sounds must be at the end of the word to be counted.	Student wrote on a computer with a QWERTY keyboard. Student translated writing as "Pete the Cat was in the swimming pool". Pt h kt s n t smg pel

Part I: From Marks to Sentence Fragments

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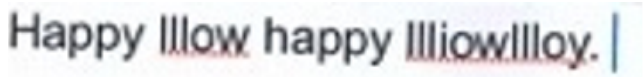
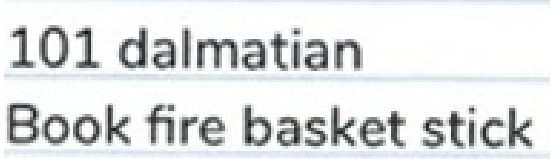
	Group E: Words	Example
E.1	**One Intelligible Word** Student generates one intelligible word on the writing topic. The word has two or more letters, which may or may not be separated by spaces. The word relates to the topic and the meaning the student indicates. If the same word is repeated, it is still 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** 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.	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".
E.3	**More than Three Intelligible Words with No Conventional Sentence Structure** Student generates more than three intelligible words on the topic but with no little words (e.g. of, a, but, the, on, in, for, to, or, and) or conventional sentence structure. May consist completely of nouns or 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. 

Part I: From Marks to Sentence Fragments

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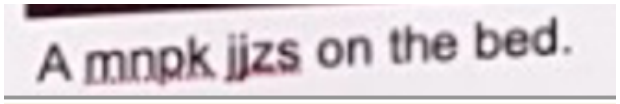
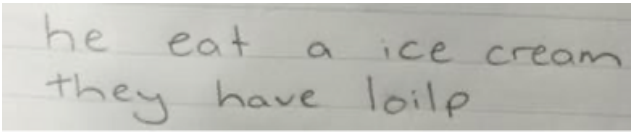
	Group F: Sentence Fragments	Example
F.1	**Learned Sentence Fragment, with Other Words on Topic** Student begins writing with a learned sentence stem (e.g., from a predictable chart or book), which may or may not be appropriate for the topic or student's meaning (e.g., I want, I like, I am). This is followed 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 <u>Little Words</u>** Student generates a simple sentence fragment of two or more intelligible words on the topic that includes some <u>little words</u> (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.	Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected. 
F.3	**Two or More Simple Sentence Fragments with <u>Little Words</u>** Student generates two or more simple sentence fragments of two or more intelligible words on the topic that includes some <u>little words</u> (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.	Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected. 

Part II: From Simple Sentences to Multiple Sub-Topics

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Please note: At all levels in Part II of the continuum, the student should be independently generating all aspects of their writing, including the ideas, language, spelling, word order, and formatting.

	Group G: Simple Sentences (3 to 6 words)	Example
G.1	**One Complete Simple Sentence of 3 to 6 Words; May Also Include Additional Partial Sentences** 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.	Student selected letters on a QWERTY keyboard on an iPad. Student wrote about a picture he selected. I am coloorig the rokat
G.2	**Two or More Sentences (Simple, Expanded or Complex) on Different Topics; May Also Include Additional Partial Sentences** 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.	Student selected letters on a QWERTY Keedogo Plus keyboard in the Notes app on an iPad. Student was writing about the weekend. Today is cold I like Roblox.
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.	Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture she selected. I am doing some maths. I am doing some conting. I am doing numbers I am good at it

Part II: From Simple Sentences to Multiple Sub-Topics

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	Group G: Simple Sentences	Example
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	Student selected letters on a QWERTY keyboard, with word wall available. Student wrote about a topic he selected. **I had garlic bread with sauce. It is yummy and healthy. It is nice. I love to put cheese on.**

	Group H: Expanded Sentences (6 or more words)	Example
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 6 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. I am got the paper wings in the hall.

Part II: From Simple Sentences to Multiple Sub-Topics

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	Group H: Expanded Sentences	Example
H.2	**One or More Expanded Sentence Fragments with Conjunctions on the Same Topic; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic.** Student generates one nearly complete expanded sentence of 6 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.	Student selected letters on a QWERTY keyboard, with word prediction available. Student wrote about a picture he selected. 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.
H.3	**One or More Expanded or Simple Sentences on the Same Topic with Limited Organisation; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic.** Student generates one complete expanded sentence on the topic. The sentence has 6 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.	Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic and image he selected. 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.
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 Partial or Complete Simple Sentences on the Same Topic** Student generates one or more complete expanded sentence(s) on the topic. The sentence has 6 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.	Student selected letters on a QWERTY keyboard in Proloquo2Go, with both word prediction and word wall available. Student wrote about a picture he selected. I went on a train from port Adelaide to the city. I went with my friend shun. It was suny I had fun.

Part II: From Simple Sentences to Multiple Sub-Topics

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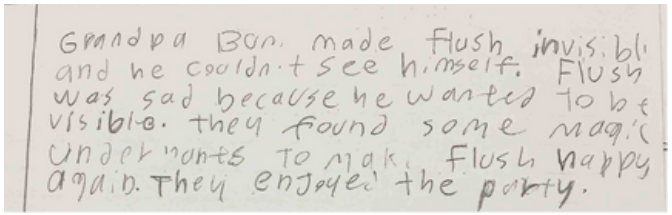
	Group H: Expanded Sentences	Example
H.5	**One or More Expanded Sentences with Conjunctions and Two or More Components of "Who, What, When, Where and Why" on the Same Topic; May Also Include Additional Partial or Complete Simple Sentences or Expanded Sentences Without Conjunctions on the Same Topic** Student generates one complete expanded sentence on the topic. The sentence has 6 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.	Student selected letters on a QWERTY keyboard with word wall available. Student wrote about a picture he chose. This dog is green. He rolled in green paint. Then he rolled in green grass. Then he rolled in a giant puddle of green hair dye. The little dog realises that he's fur is green. He try's to wash it off. It want come off. It is there to stay.
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 Partial or Complete 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 6 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.	Student wrote 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."  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.

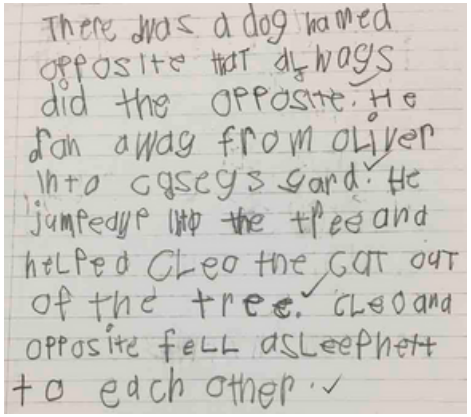
Part II: From Simple Sentences to Multiple Sub-Topics

V1.2.1 August 2024

	Group I: Complex Sentences	Example
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, Partial or Complete, on the Same Topic.** Student generates one partial complex sentence with 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.	Student wrote on a QWERTY keyboard on a computer, with word wall available. Student wrote about a picture she selected I am outside with my friend trashy we are dancing and I am hole dancer. I like to dance with my friends
I.2	**One or More Complex, Expanded and Simple Sentences on the Same Topic with Limited Organisation; May Also Include Additional Partial or Complete Simple Sentences on the Same Topic.** Student generates one complete complex sentence on the topic. The sentence 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.	Student selected letters on a QWERTY keyboard on a computer. Student wrote about a topic he selected. For breakfast this morning I had eggs with bacon and cheese and tomato sauce and I melted it in the microwave. I also had a cup of coffee. I had a vanilla latte. Because they are very nice and yummy and healthy and delicious. I woke up at 5:40am this morning. I was in the lounge room and I was watching fireman Sam on our nans TV on YouTube this morning.

Part II: From Simple Sentences to Multiple Sub-Topics

V1.2.1 August 2024

	Group I: Complex Sentences	Example
I.3	**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, Partial or Complete, on the Same Topic.** Student generates one complete complex sentence on the topic. The sentence has 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.	Student wrote on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a picture she selected. I go to the beach with Mum and Casey. I have fish and chips. I go with swimming. I making the sandcastle.
I.4	**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, Partial or Complete, on the Same Topic.** Student generates two or more complete complex sentences on the topic. Each sentence has 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. The writing says "There was a dog named opposite that always did the opposite. He ran away from Oliver into Caseys yard. He jumpedup into the tree and helped Cleo the cat out of the tree. Cleo and Opposite fell asleepnext to each other.  There was a dog named opposite that always did the opposite. He ran away from oliver into caseys yard. He jumpedup into the tree and helped Cleo the cat out of the tree. Cleo and opposite fell asleephext to each other.

Part II: From Simple Sentences to Multiple Sub-Topics

V1.2.1 August 2024

	Group J: Multiple Sub-Topics	Example
J.1	**Two Sub-Topics, Each Outlining a Different Area of the Topic; Each Sub-Topic Consists of 3 or More Sentences, Including at least One Complex Sentence.** Student generates writing with two sub-topics, each outlining part of the topic (e.g., an animal's habitat and its diet). Each sub-topic consists of three or more sentences, including at least one complex sentence. The complex sentence has two or more clauses. Use of conjunctions shows the reader how ideas are linked or how ideas contrast. Sub-topics 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.	Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected. 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 colour 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.

Part II: From Simple Sentences to Multiple Sub-Topics

V1.2.1 August 2024

	Group J: Multiple Sub-Topics	Example
J.2	**Three Sub-Topics, Each Outlining a Different Area of the Topic; Each Sub-Topic Consists of 3 or More Sentences, Including at least One Complex Sentence.** Student generates writing with three sub-topics, each outlining part of the topic (e.g., beginning, middle and end). Each sub-topic consists of three or more sentences, including at least one complex sentence. The complex sentence has two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Sub-topics 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.	Student selected letters on a QWERTY keyboard, with both word prediction and word wall available. Student wrote about a topic he selected. Sample below

Once up 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 tea, 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. They were all very sad.

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. They they all lived happily ever after with their family.

Part II: From Simple Sentences to Multiple Sub-Topics

V1.2.1 August 2024

	Group J: Multiple Sub-Topics	Example
J.3	**Four or More Sub-Topics, Each Outlining a Different Area of the Topic; Each Sub-Topic Consists of 3 or More Sentences, Including at least One Complex Sentence.** Student generates writing with four or more sub-topics, 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 sub-topic consists of three or more sentences, including at least one complex sentence. The complex sentence has two or more clauses. Use of conjunctions show the reader how ideas are linked or how ideas contrast. Sub-topics 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.	Student wrote with a keyboard and Microsoft Word. Word wall was available but not used. Writing Sample below

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.

Additional Resources and Information

The pages below contain extra information in a range of areas. You can click on any item in the list below to jump straight to that area.

- Guidelines for Collecting Writing Samples for Assessment and Moderation
- Assessment and Moderation Guidelines
- Further Information on Writing Tools
- Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum
- Extra information for Part II: Little Words
- Extra information for Part II: Conjunctions
- Extra Information for Part II: Clauses
- Extra Information for Part II: Sub-Topics
- Writing Tools Referred to in the Continuum Writing Samples
- Acknowledgements
- References

Guidelines for Collecting Writing Samples for Assessment and Moderation

The student should use their regular classroom writing tools when generating any sample to be used for assessment e.g., flip chart, keyboard, pencil. Please make a note of any writing supports available to the student during the writing sample e.g., word prediction, word wall, etc. When collecting the sample, please follow these guidelines:

1. Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about. Do not use pictures with text in them as it can be unclear in moderation whether it has been copied or not.
2. Now say "what would you like to write about this?" Encourage them to write. Use the phrase "tell me more" to encourage more writing.
3. Do not assist them with selecting language for writing or with their spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add the date if the student doesn't.
4. Add any appropriate notes to the back of the writing sample (e.g., translation/interpretation of what the writing says, any other comments such as "didn't use word wall even though it was available"). Please don't write on the front of the writing sample as it can influence rating on the continuum.
5. For all students, please collect three samples in the three weeks before assessment. Each sample should be on a different topic. Please make sure that at least one sample is completed with a writing tool other than handwriting (e.g., keyboard or flip chart). All three samples can be completed with a keyboard or flip chart if that is appropriate.
6. Use the Writing with All Tools Continuum to score all three samples.

Assessment and Moderation Guidelines

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 by the moderators, 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.

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 describe 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 later in this document for further explanation of little words, clauses, conjunctions and sub-topics.
6. Once there has been time for the assessment to be made, then the moderators can state the level that 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 assessor 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.

Further Information on Writing Tools

A writing tool is any item used for writing that provides access to all 26 letters of the alphabet. Some writing tools, (e.g., flip charts), are often called Alternative Pencils. In developing this continuum, I have deliberately chosen to move away from that terminology since we all use a range of different "pencils" each day. Instead, I have chosen to go with the term "writing tools" since it encompasses any tool we might use to write.

Many of the writing tools called Alternative Pencils were originally developed at the Center for Literacy and Disability Studies as a way to provide a writing tool for students who have difficulties holding a traditional pencil. You can get more information and download some printable options on the Center's page on Alternative Pencils.

You can get additional information and printable templates from:

- Tools for Writing: A Suggestion and Selection guide
- Emergent Writing information on www.comprehensiveliteracy.com
- Flip Charts: A Important Emergent Writing Tool
- Toby Scott, Occupational Therapist, also has an Alternative Pencils website with further information

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

Students whose writing samples are scored on Part I may need different levels of co-construction when generating a narrative. At the earliest levels, students may need us to attribute meaning. The table below provides guidelines on language generation for each level of Part I. Students on Part II of the continuum should be completely independent in generating language, including all little words and parts of words.

Group A: Letters or Marks		Language Generation
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.	Many students at these levels are receptive communicators. If this is the case, then the writing partner would attribute meaning to student's writing; the writing partner should use AAC to model the attributed meaning. If the student is an expressive communicator, they may communicate their own meaning.
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.	
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.	

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

	Group A: Letters or Marks	Language Generation
A.4	**Letters or Marks with Active Attention to Writing & Written Output** Student selects letters with active attention to writing tool 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 communicates the intended meaning of their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to the level of partial or complete sentences to provide opportunities to model using spaces. Use AAC to model the co-constructed meaning.
A.5	**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.	
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	

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

	Group B: Letters and Spaces	Language Generation
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 communicates the intended meaning of their writing using AAC and/or speech. Most students at these levels are expressive communicators, although they may still require some support in navigating through an AAC system. Adult may co-construct to the level of a complete sentence to provide opportunities to model using spaces and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.
B.2	**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.	
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.	

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

Group C: Words, Sentence Fragments and/or Sentences Not on Topic		Language Generation
C	**One or More Words, Sentence Fragments 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.	Adult models writing on the topic using AAC to model generating language if student uses AAC or if students would benefit from making language visible.Engages student in co-constructing language on the topic.

Group D: Phonetic Stage		Language Generation
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 translation), 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.	Student generates language for their writing using AAC and/or speech. Adult may co-construct to a complete sentence to provide opportunities to model using little words and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.
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.	

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

	Group E: Words	Language Generation
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 generates language for their writing using AAC and/or speech. Adult may co-construct to the level of a complete sentence to provide opportunities to model using little words and/or writing a sentence. Use AAC to model the co-constructed meaning, including little words.
E.2	**Two to Three Intelligible Words** 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.	
E.3	**More than Three Intelligible Words with No Conventional Sentence Structure** 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.	

Attributing Meaning and Co-Constructing Language for Students on Part I of the Continuum

	Group F: Sentence Fragments	Language Generation
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 generates language for their writing using AAC and/or speech. Adult may co-construct to the level of a complete sentence to provide opportunities to model writing a sentence on topic. Use AAC to model the co-constructed meaning, including little words.
F.2	**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.	Student independently generates language for writing the sentence. Discusses missing words in student-teacher conference after writing. If appropriate, use AAC to model the complete sentence.
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.	

Groups G to J Language Generation

Student should be independently generating all aspects of their writing, including the ideas, language, spelling, word order, and formatting.

Extra Information for Part II: Little Words

Little words occur frequently in spoken and written English. We use them to define nouns and to create more complex sentences. Every English language learner needs to learn little words - even if they don't appear to have meaning - to speak or write grammatically correct sentences. Many students who use AAC struggle with little words because we don't model them much, as we so often focus on modelling key words.

Little words consist of articles, conjunctions and prepositions

- Articles – the, a, an
- Conjunctions – and, but, or, for, so, because (and some less common ones like yet and nor)
- Prepositions – to, at, by, of, for, from, in, on. Other prepositions include: about, above, across, after, against, along, among, around, because, of, before, behind, below, beneath, beside, between, close to, down, during, except, inside, instead of, into, like, near, off, on top of, onto, out of, outside, over, past, since, through, toward, under, until, up, upon, within, without.

Extra Information for Part II: Conjunctions

Conjunctions are used to demonstrate how ideas are linked or how ideas can be contrasted. There are many different conjunctions in English. A list of common conjunctions is provided below.

Another way a writer can indicate linking ideas, is to use a pronoun to refer to a noun that has already been mentioned. For example: "The dog was very big. It growled at me." For the purposes of this continuum, this is considered a conjunction.

Common Conjunctions Include:	
For	Yet
And	So
Not	Because
But	Before
Or	After
When	If

Additional Resources and Information

Extra Information for Part II: Clauses

Clauses are a group of words in a sentence that have a subject and a verb. There are two types of clauses, independent and dependent clauses. This sentence consists of two clauses: "I went to the shops because we needed milk.".

An independent clause is a complete thought and can stand alone as a sentence e.g. "I went to the shops". A dependent clause doesn't express a complete thought e.g., "because we needed milk".

Extra Information for Part II: Sub-Topics

Rather than using the word paragraph in this continuum, we have used "sub-topics". A sub-topic may or may not be laid out like a paragraph, but is an elaboration of an area of the overall topic. For example, if a student is writing about Taylor Swift and writes about her childhood, and her songs, that would be two sub-topics.If they are writing about kangaroos and write about their diet, their habitat and their life cycle that would be three sub-topics.

Writing Tools Referred to in the Continuum Writing Samples

Please click on the writing tool to be taken to more information about it.

- Word Wizard
- Proloquo2Go
- Alphabet flip charts in Aus Format (A4 paper and symbols)
- Alphabet flip charts in US Format (US paper and symbols)
- Alphabet flip charts in UK Format (A4 paper and symbols)
- PODD alphabet page
- Low-tech QWERTY boards
- Keedogo Plus

Acknowledgements

I have learned a huge amount about writing development and writing instruction from a range of sources. Each of them has challenged me to think about writing in a range of different ways – and have informed my understanding of the range of skills and factors that each student juggles as they develop as a writer, and that each educator needs to consider in writing development.

First and foremost, I would like to thank David Koppenhaver and Karen Erickson. I was lucky to hear them talk about writing for the first time at a literacy intensive course in Minnesota in 2000. At that stage I had been focusing all my literacy instruction on phonics and reading – and they really helped me to understand that writing and reading development need to go hand in hand and that we need to separate spelling instruction from writing. Their recent text on https://products.brookespublishing.com/Comprehensive-Literacy-for-All-P1165.aspx provides valuable understandings in writing development for all students. It outlines the importance of finding the best writing tool for each student, and an understanding of writing development from emergent to conventional. And finally, it helps us to understand the important adult behaviours that we need to help each student move along on their journey as a writer.

I would also like to thank every student and teacher that I have worked with on writing – I have learned so much from you all and I continue to learn from you every week.

Red Hill Special School, Wangee Park School and Coomera State Special School also trialled the draft version of the scale and provided valuable input and feedback. Thanks to you all as well!

For Version 1.1 I would particularly like to thank Fiona Kidziak from Lee Street Special School for her wonderful idea of using a Groups page as a menu for the groups and descriptors.

For Version 1.2 I would like to thank everyone who gave feedback and suggestions, including many of the people and schools above and especially Emma Rawnsley from Coomera State Special School.

Acknowledgements

Over time I have read a lot of texts and attended a lot of courses, workshops, and presentations around writing instruction. In addition to all the valuable information I have learned from David and Karen, I would like to acknowledge the impact of:

- Donald Grave's text "Writing: Teachers & Children at work"- the first text I read about the process approach to writing and still the best
- Judith Hochman and Natalie Wexler's text "The Writing Revolution" which helped me to further understand the importance of learning to write one good sentence – and then taught me how to teach students to write richer sentences in a range of ways. It also helped me re-think my understanding of the importance of writing in a range of curriculum areas.
- Dorothy Hall, Patricia Cunningham and Denise Roger's text "Writing Mini-Lessons for First Grade" which taught me how to think of writing as a series of mini-lessons and how to be more explicit in those lessons to help each student to move one step forward. This text also helped me to better understand how to help others to teach writing.

There have also been some writing assessment tools that have really informed my teaching and assessment of writing.

- I offer profound thanks to Janet Sturm, Kathleen Cali, Nickola Nelson, and Maureen Staskowski for "The Developmental Writing Scale: A New Progress Monitoring Tool for Beginning Writers" which enabled us to have conversations about writing assessment for all students, from emergent to conventional and to conduct our first whole-school writing moderations.
- The Centre for Literacy and Disability Studies shared a document called "Stages of flip chart writing" developed by Gretchen Hanser, which was also a great guide for conversations about writing development and students using flip charts and helped inform the development of this continuum.

Acknowledgements

- The Bridge: A Portfolio Rating Scale of Preschoolers' Oral and Written Language provided a great framework for thinking about writing interactions and environmental setup to create opportunities for every individual to engage with writing.
- Australian Curriculum provides a range of writing progressions focusing on creating texts, grammar, punctuation, spelling, handwriting, and keyboarding.These have also been helpful in considering links with language and idea generation as students develop as writers and in providing an alternative perspective on the range of skills students are being asked to juggle at different levels of writing development

And finally, I would like to specifically thank the people who have supported me in the development of this scale. Karen Erickson, Helen Tainsh, Emma Rawnsley and educators at The Grove Education Centre and at Bullimbal School have read drafts, made suggestions, reframed my thinking, helped with writing samples and information, trialled moderating with the draft versions and encouraged me to keep going. Thank-you, thank-you, thank-you!

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