**1.4 Creative Writing – old, new and conditions of assessment**

Achievement Standard (old)

|  |  |
| --- | --- |
| **Subject Reference** | English 1.1 |
| **Title** | Produce creative writing |
| **Level** | 1 | **Credits** | 3 | **Assessment** | Internal |
| **Subfield** | English |
| **Domain** | English Written Language |
| **Status** | Registered | **Status date** | 16 November 2007 |
| **Planned review date** | 28 February 2009 | **Date version published** | 16 November 2007 |

This achievement standard requires drafting, re-working and presenting writing that expresses imaginative and creative ideas, is organised using an appropriate format and structure, and uses acceptable spelling, punctuation and grammar.

**Achievement Criteria**

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| * Express idea(s) with detail in a piece of creative writing.
 | * Develop idea(s) with detail in a piece of creative writing.
 | * Develop idea(s) convincingly with detail in a piece of creative writing.
 |
| * Use a writing style appropriate to audience, purpose and text type.
 | * Use a controlled writing style appropriate to audience, purpose and text type.
 | * Use a controlled writing style appropriate to audience, purpose and text type, and which commands attention.
 |
| * Structure material in a way that is appropriate to audience, purpose and text type.
 | * Structure material clearly in a way that is appropriate to audience, purpose and text type.
 | * Structure material clearly and effectively in a way that is appropriate to audience, purpose and text type.
 |
| * Use writing conventions without intrusive errors.
 | * Use writing conventions accurately.
 | * Use writing conventions accurately.
 |

**Explanatory Notes**

1. This achievement standard is derived from *English in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1994, up to and including Level 6.

WRITING: Poetic Writing, Expressive Writing, Exploring Language, Thinking Critically

with links to

READING: Personal Reading, Close Reading

LISTENING: Listening to Texts

VIEWING: Reading Visual and Dramatic Texts.

1. Forms of creative/poetic writing at this level include descriptions, narratives, poems, personal accounts, scripts, hyperfiction, etc.
2. *Ideas* include thoughts/feelings, experiences or sensory qualities.
3. *Develop ideas* means to build on a single idea by adding detail, linking that idea to other ideas and details, and working towards a coherent planned whole.
4. *Detail* includes description, information, choice of words, etc.
5. *Convincingly* refers to the overall effect of the ideas which could be seen as relevant, credible, persuasive or innovative.
6. *Controlled* means deliberate use of language (vocabulary, syntax).
7. *Commands attention* could be through use of a distinctive personal voice, the inventive use of language, use of a wide range of diction[[1]](#footnote--1), dimensions or viewpoints.
8. *Structure material* means developing and organising writing appropriately for the purpose and audience.
9. *Writing conventions* include spelling, punctuation, grammar, syntax and paragraphing.

Note: a deliberate misuse of writing conventions for effect/impact shows an awareness of the conventions of writing.

1. *Without intrusive errors* means writing is expected to be free of significant error patterns in the use of writing conventions, eg mixed tense sequences, run on sentences, miscapitalisations.
2. *Accurately* means only minor editing is required.
3. The student must demonstrate an independent command of written English, including the accepted usage of writing conventions.

**Quality Assurance**

1. Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
2. Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Achievement Standard (new)

|  |  |
| --- | --- |
| **Subject Reference** | English 1.4 |
| **Title** | Produce creative writing |
| **Level** | 1 | **Credits** | 3 | **Assessment** | Internal |
| **Subfield** | English |
| **Domain** | English |
| **Status** |  | **Status date** |  |
| **Planned review date** |  | **Date version published** |  |

This achievement standard requires drafting, re-working and presenting at least one piece of creative writing that expresses imaginative and creative ideas.

**Achievement Criteria**

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| * Develop and structure ideas in creative writing.
 | * Develop and structure ideas convincingly in creative writing.
 | * Develop and structure ideas effectively in creative writing.
 |
| * Use language features appropriate to audience and purpose in creative writing.
 | * Use language features appropriate to audience and purpose with control in creative writing.
 | * Use language features appropriate to audience and purpose with control to command attention in creative writing.
 |

**Explanatory Notes**

1. This standard is derived from the Level 6 Creating Meaning strand [writing] and related achievement objectives in the English Learning Area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.
2. Creative writing text types at this level include descriptions, narratives, poems, personal accounts, scripts, or other appropriate creative writing text types.
3. *Ideas* may include thoughts, feelings, experiences or sensory qualities.
4. *Develop and structure ideas* means to build on a single idea by adding detail, linking that idea to other ideas and details appropriate to the selected text type.
5. *Convincingly* means that the development of the ideas and structure is generally credible and connected.
6. *Effectively* means that the development of the ideas and structure is compelling and integrated.
7. *Use language features* means vocabulary selection, syntax, stylistic features and written text conventions [including spelling, punctuation, grammar] are appropriate to audience and purpose for a selected text type. It also means using written text conventions without intrusive error patterns, such as a pattern of errors in syntax (eg: sentence fragments - where structures are not used intentionally; and ‘run on’ syntax); or a pattern of other significant errors (eg: mixed tense sequences, mis-capitalisation, spelling errors).
8. *With control* means that:
* language features are selected and linked to the intended purpose and audience
* text conventions are used accurately so that the writing contains only minor errors.
1. *Commands attention* means:
* the inventive use of language features, vocabulary selection, distinctive personal voice, dimensions or viewpoints
* text conventions are used accurately so that the writing contains only minor errors.
1. Close reference should be made to the *Conditions of Assessment* Guidelines published for this standard.

**Quality Assurance**

1. Providers and Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against achievement standards.
2. Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

|  |  |
| --- | --- |
| Accreditation and Moderation Action Plan (AMAP) reference | 0226 |

**Conditions of assessment**

**AS 1.4** Produce creative writing

**AS 1.5** Produce formal writing

**AS 2.4** Produce a selection of crafted writing

**AS 3.4** Produce a selection of crafted and coherent writing

**Assessment opportunities**

Good assessment practice in writing includes providing multiple opportunities for students to draft, develop and craft several pieces in appropriate text types. Each writing assessment opportunity should include all of the following stages: planning, drafting, revising, editing and proofreading. Time required to complete these stages may vary. Students should also be given opportunities to pursue their individual writing interests. For the Level 2 and 3 standards must present at least two pieces for assessment.

Writing tasks can be integrated with other parts of the English programme, such as written reports developed to present connections across texts [ASs 1.8, 2.7, 3.7]. Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for assessment is developed sufficiently to meet the criteria for the other standard. In all cases teachers should refer closely to the relevant standard including the Explanatory Notes and the Conditions of Assessment Guidelines.

In order to provide sufficient evidence, writing should be a minimum of 350 words at Level 1, 500 words at Level 2, and 650 words at Level 3. While poetry may not reach these minimums, a poem considered for assessment must be of sufficient length to demonstrate depth of ideas, control of language and form.

**Good assessment practice**

Writing should not be treated as one or two short assessment events. Instead, programme design should ensure that a student’s best writing is developed over the year, then recognised for assessment. This includes providing opportunities for students to draft, develop and craft several pieces of writing.

Spreading the writing programme over an extended period is essential. This approach may involve developing some pieces of writing to an early draft stage only, then ‘parking’ this writing to be revisited later when writing skills have developed further. This process can enable significant improvements in students’ writing skills.

Teachers might first direct their constructive feedback towards developing content in students’ writing by commenting on ideas and structure. Feedback might then be expanded to include other elements such as crafting and the use of writing conventions. Teachers might discuss how the techniques used in exemplars can be applied to the students’ own writing.

Teachers should be aware of the importance of differentiating advice to suit students’ individual strengths and development needs.

Teachers might consider using a ‘hands on, hands off’ approach in the writing programme:

* ‘hands on’: where the teacher provides significant input in order to indicate in detail within the student’s own work the areas they should work on to improve their writing. In a ‘hands on’ situation, the understanding shared by student and teacher is that this strategy is intended to directly target particular skills in the context of the student’s own work and thereby improve their writing, not to prepare a piece for NCEA assessment. The level of teacher input under a ‘hands on’ strategy is too high to claim that the writing is wholly the student’s own rather than the teacher’s.
* ‘hands off’: where as the programme progresses, the student has developed skills sufficiently so that the teacher has a much less specific level of input and therefore the writing can be presented for assessment.

**Authenticity of student work**

Students should complete writing intended for assessment in class to ensure authenticity. No work may go out of class in hard copy or in electronic form such as email. Drafting by hand or word processing should be completed under teacher supervision. Drafts should be regularly emailed, stored and/or printed by the teacher to document the process.

Teachers may guide students through the writing process. Teachers might demonstrate how the techniques used in samples and exemplars can be applied to the students’ own writing. Where writing is to be presented for assessment, teacher feedback should not compromise authenticity but may include suggestions about areas where further developments are needed. As students develop their final drafts, teachers may offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in grammar, spelling, punctuation or paragraphing. If writing is to be presented for assessment, teachers should ensure that the extent of their input does not compromise assessment validity; in other words, the writing is the students’, not the teachers’.

If writing is for assessment, teachers can only indicate that certain types of errors [for example, grammar, punctuation, or spelling errors] require attention. Teachers should not correct errors, rewrite sentences or make detailed written annotations or give verbal feedback identifying and commenting on individual errors throughout whole pieces of writing. (Refer to “hands on”, “hands off” as described above)

1. Oxford dictionary – choice of words or phrases in speech or writing. [↑](#footnote-ref--1)