

| | | | | | | | | | | |
|---|-----------------------------------|-------------------------|--|--|---|--------------------------------|---|--|------------|------------------------------------|
| Levels (Dreyfus's model of skill acquisition) | | | Uses time connectives to separate clauses | | | | | At level F, students refine their use of grammatical features to create texts that exhibit sophisticated sentence structure. | 19 | Year 6 |
| | | | Uses time connectives to separate clauses | | | | | At level F, students refine their use of grammatical features to create texts that exhibit sophisticated sentence structure. | 19 | Year 6 |
| | Uses adverbs that reflect context | | Uses time connectives to link ideas within steps | | | | Avoids multiple tasks within single steps | At level E, students understand the role that context plays in word choice as well as the need to signal steps clearly. | 16-18 | Year 5 |
| | | | Uses time connectives throughout to create links between steps | Uses pictures that clarify corresponding steps | | | | At level D, students show understanding of how ideas within texts can be linked through the use of additional features. | 14-15 | Year 5 |
| | Uses adverbs | | Uses time connectives | Uses pictures to clarify task | | Writes quantities of materials | | At level C, students are aware of the need to provide detail about what, when and how, and include information that is increasingly descriptive. | 9-13 | Year 4 |
| | | Writes in present tense | | Draws pictures to visually represent the task | Uses a title that indicates the text explains a procedure | Presents materials as a list | Writes required steps from beginning to end | At level B, students begin to make minor adjustments including features that enhance the readers understanding of the task. | 4-8 | Year 3 |
| | | | | | Uses a title that reflects the topic | Writes required materials | Uses chronological order to create a sequence | At level A, students demonstrate knowledge of the fundamental aspects of a procedural text. They strictly adhere to the basic rules. | 1-3 | Year 2 |
| | Insufficient evidence | Insufficient evidence | Insufficient evidence | Insufficient evidence | Insufficient evidence | Insufficient evidence | Insufficient evidence | | | |
| | Uses adverbs | Uses present tense | Uses time connectives | Uses images | Uses a title | Describes materials | Uses steps | LEVELS STATEMENT | CUT POINTS | Curriculum or Reporting equivalent |
| | Uses grammatical skills | | | Uses procedural text content | | | | | | |

This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.