The text shows that the student:

- uses vocabulary and structures practised orally
- writes using short sentences/statements; conjunction and references are explicit and repetitive, typical of spoken mode
- attempts paragraphs and topic sentences
- has a high conceptual level, but needs tense control to get her meaning across effectively
- is attempting (unsuccessfully) quite complex sentences
- uses common time markers to link and sequence ideas
- uses pronouns and basic referents to maintain cohesion and avoid repetition
- uses familiar vocabulary, structures, phrases
- is attempting to use past tense in a recount, but her tense control is letting her down

This text shows a student progressing towards the Standard at S1. She has begun to attempt her own sentences, although the focus is on meaning rather than grammatical accuracy. Most sentences tend to follow a basic subject-verb-object pattern, but with varying degrees of accuracy. Her text demonstrates a growing awareness of differences between text types, especially in terms of overall organisational features and structure, although her ability to demonstrate this in her own writing is still very rudimentary. With assistance, she can review her writing and identify aspects that might be changed or revised.