

KS3 Reading Assessment Criteria /30

Acquiring 1-7

Comments that are sometimes relevant to the task.

Includes some relevant information from the text.

Offers some comments on textual references.

Includes some subject terminology, although often used inaccurately.

Some aspects of PETAL used successfully.

Some simple comments on the purpose of the piece.

Simple links between the texts or parts of the text (Comparison / tracking patterns).

Developing 8-14

Supported, relevant links to task.

Includes some examples from the text to support ideas.

Makes relevant comments about textual references.

Some focus on individual words and phrases with mainly accurate subject terminology.

Most aspects of PETAL used successfully.

Some relevant links between the text and purpose.

Relevant links between the texts or parts of the text. (Comparison / tracking patterns).

Securing 15-22

Makes clear, relevant and developed comments linked to the task.

Includes well chosen evidence (quotations and references) to support ideas.

Clear and explained analysis of writer's methods and effects.

In depth and relevant focus on individual words and phrases from the text.

Includes clear and relevant use of subject terminology

Ingredients of PETAL used effectively to aid structure of response.

Clear and developed links to the intentions of the writer.

Clear and developed links between the texts or parts of the text. (Comparison / tracking patterns)

Extending 23 – 30

Thoughtful and/or exploratory response to text or task.

Judicious use of precise references to support interpretations.

Thoughtful and exploratory analysis, considering alternative interpretations, the writer's purpose and effects created.

Identification and focus on patterns and sustained methods within the text.

Subject terminology used accurately and judiciously throughout.

Ingredients of PETAL used to facilitate response with individual and exploratory approach to task.

Thoughtful exploration of links to the writer's aims.

Thoughtful and in-depth connections made between the texts or parts of the text. (Comparison / tracking patterns)

KS3 Writing Assessment Criteria /40

Acquiring 1-7

Links one or two ideas together.

Uses paragraphs to organise ideas, though not always successfully.

Attempts to add simple details using descriptive language, such as adjectives and adverbs.

Attempts to use Standard English in writing (errors with tenses or modal verb may be common).

Uses full stops and capital letters to separate ideas.

Attempts to use basic punctuation and is sometimes accurate, e.g.(.) (!) (?)(,)

Spells simple words accurately.

Developing 8-18

Uses different discourse markers and structural features to organise the piece, e.g. paragraphs, sentence starters, adverbials etc...

Ideas are becoming clearly linked throughout, using paragraphs.

Attempts to match the piece to the audience and the task which has been set.

Vocabulary choices are sometimes appropriate for the genre.

A number of descriptive language techniques are included

Choices are sometimes used effectively (similes, metaphors, alliteration etc.)

Mostly uses Standard English across the piece.

Beginning to use tenses accurately.

Uses simple punctuation accurately and attempts to use more complex punctuation, e.g. (") (')

Attempts to use commas to separate clauses.

Generally, spells more complex words accurately

Securing 19-29

Effectively organises writing using discourse markers and a range of sentence openers to create a well organised piece.

Writing is cohesive and ideas are linked clearly throughout.

Vocabulary choices are effective and the piece is generally matched to the audience and task.

A range of structural and descriptive language techniques are used throughout.

Usually crafted for effect, such as single sentence paragraphs etc.

Standard English used throughout with rare errors.

The chosen tense(s) are used with accuracy.

Range of sentence types used accurately throughout the piece.

Range of punctuation used, mostly with success, such as (-) (;) (:) (...)

Commas used to separate clauses with clarity.

Accurate spelling of a range of complex and irregular words.

Extending 30-40

Writing is organised in a sophisticated way with a range of engaging sentence openings.

Discourse markers are used skilfully throughout to engage and guide the reader.

Writing is ambitious and guides the reader through a range of highly developed ideas which are seamlessly linked.

Vocabulary is convincing and compelling for the reader, matching the purpose of the piece.

Conscious crafting of writing which includes a range of highly effective language and structural devices, e.g. cyclical structure, extended metaphors.

Syntax is consciously crafted.

Standard English used consistently and with confidence across the piece, with conscious and controlled use of tense.

Impact created through use of ambitious sentence forms.

Accurate and effective use of a wide range of punctuation.

Spelling is highly accurate, even ambitious vocabulary.

A flawless piece!

Communication, organisation and adaption to form.

Accuracy and effective use of vocabulary, sentence structure and punctuation.