

## KS3 Assessment Criteria- Reading



OUR LADY & ST. BEDE  
CATHOLIC ACADEMY

Use the following criteria to mark your KS3 Reading Assessment. Beginning in the acquiring column, work your way down each column, ticking any criteria that the student meets. Once complete, count the ticks. This is your raw mark out of 30.

**You will be assessed using the following criteria:**

### Reading.

Key Skill	Acquiring	Developing	Securing	Extending
<b>Read, understand and respond to texts.</b>	Comments that are sometimes relevant to the task.  Includes some relevant information from the text.	Supported, relevant links to task.  Includes some examples from the text to support ideas.	Clear and developed comments linked to the task.  Includes well-chosen evidence (quotations and references) to support ideas.	Thoughtful and/or exploratory response to text or task.  Judicious use of precise references to support interpretations.
<b>Analyse the techniques used by a writer for effect, using subject terminology where appropriate.</b>	Comments on textual references.  Includes some subject terminology.	Relevant comments about textual references.  Some focus on individual words and phrases.  Includes some accurate subject terminology.	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	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.
<b>Clear understanding of the context of the task and text.</b>	Some aspects of PETAL used successfully  Some simple comments on the purpose of the piece.  <i>Simple links between the texts. (Comparison)</i>	Most aspects of PETAL used successfully.  Some relevant links between the text and purpose.  <i>Relevant links between the texts. (Comparison)</i>	Ingredients of PETAL used effectively to aid structure of response.  Clear and developed links to the intentions of the writer.  <i>Clear and developed links between the texts explained. (Comparison )</i>	Ingredients of PETAL used to facilitate response with individual and exploratory approach to task.  Thoughtful exploration of links to the writer's aims.  <i>Thoughtful and in depth connections made between the texts. (Comparison)</i>

### Grade Boundaries

#### Reading Assessments /30

	Raw Mark	Colour
Acquiring	1-7	
Developing	8-14	
Securing	15-22	
Extending	23+	

### KS3 Assessment Criteria- Writing



Use the following criteria to mark your KS3 Reading Assessment. Beginning in the acquiring column, work your way down each column, ticking any criteria that the student meets. Once complete, count the ticks. This is your raw mark out of 40.

Key Skill	Acquiring	Developing	Securing	Extending
<b>Communication, organisation and adaption to form.</b>	<p>Links one or two ideas together.</p> <p>Uses paragraphs to organise ideas, though not always successfully.</p> <p>Attempts to add simple details using descriptive language, such as adjectives and adverbs.</p>	<p>Uses different discourse markers and structural features to organise the piece, e.g. paragraphs, sentence starters, adverbials etc...</p> <p>Ideas are becoming clearly linked throughout, using paragraphs.</p> <p>Attempts to match the piece to the audience and the task which has been set.</p> <p>Vocabulary choices are sometimes appropriate for the genre.</p> <p>A number of descriptive language techniques seen.</p> <p>Choices are sometimes effective for purpose, such as similes, metaphors, alliteration, etc...</p>	<p>Effectively organises writing using discourse markers and a range of sentence openers to create a well organised piece.</p> <p>Writing is cohesive and ideas are linked clearly throughout.</p> <p>Vocabulary choices are effective and piece is generally matched to the audience and task.</p> <p>A range of structural and descriptive language techniques are used throughout. These are usually crafted for effect, such as single sentence paragraphs etc...</p>	<p>Writing is organised in a sophisticated way with a range of engaging sentence openers and discourse markers throughout.</p> <p>Ambitious sentence forms.</p> <p>Writing is ambitious and guides the reader through a range of highly developed ideas which are seamlessly linked.</p> <p>Vocabulary is convincing and compelling for the reader, matching the purpose of the piece.</p> <p>Conscious crafting of writing which includes a range of highly effective language and structural devices, e.g. cyclical structure, extended metaphors...</p> <p>Syntax is consciously crafted.</p>
<b>Accuracy and effective use of vocabulary, sentence structure and punctuation.</b>	<p>Attempts to use Standard English in writing (Errors with tenses or modal verbs).</p> <p>Uses full stops and capital letters to separate ideas.</p> <p>Attempts to use basic punctuation and is sometimes accurate, e.g. (.) (!) (?), (.)</p> <p>Spells simple words accurately.</p>	<p>Mostly uses Standard English across the piece.</p> <p>Beginning to use tense(s) accurately.</p> <p>Uses simple punctuation accurately and attempts to use more complex punctuation, e.g. (") (')</p> <p>Attempts to use commas to separate clauses.</p> <p>Can spell more complex words accurately.</p>	<p>Standard English used throughout with rare errors.</p> <p>Tense(s) used with accuracy.</p> <p>Range of sentence types used accurately throughout the piece.</p> <p>Range of punctuation used, mostly with success, such as (-) (;) (:)</p> <p>Commas used to separate clauses with clarity.</p> <p>Accurate spelling of a range of complex and irregular words.</p>	<p>Standard English used consistently and with confidence across the piece.</p> <p>Tense choices are conscious and controlled.</p> <p>Impact created through use of ambitious sentence forms.</p> <p>Accurate and effective use of a wide range of punctuation.</p> <p>Spelling is highly accurate, even ambitious vocabulary.</p> <p>A flawless piece.</p>

	Raw Mark	Colour
Acquiring	1-7	
Developing	8-18	
Securing	19-28	
ending	29+	