READING Assessment Criteria — Teacher copy



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READING Assessment Criteria — Teacher copy



Skill	Understanding	Response	Evidence	E	xplain	Lin	ks
Level		nesponse	LVIACIICC	Explore	Analyse	Writer's purpose	Context
5	Thoughtful and original understanding is shown about the text (s).	Original and developed opinions are offered about the text(s), that show effec- tive compar- isons when relevant.	Precise and apt textual references that are sometimes embedded and allow in-depth analysis.	Thoughtful and precise explana- tion and analysis of how effects have been creat- ed. Alternative interpretations offered to ex- tend explana- tion.	Precise subject termi- nology is used con- sistently and appro- priately to develop ideas on language and structural choic- es to achieve effects and influence the reader.	Thoughtful and varied judge- ments made about the writ- ers' purposes and sustained in comparisons when relevant.	Developed understanding of context shown with analytical com- ments on the relationship between text and context.
4	Clear and rel- evant under- standing is shown about the text(s).	Clear and relevant opinions are offered, that show relevant compari- sons when relevant.	Well cho- sen and relevant textual references that allow clear com- parisons and con- trasts when relevant.	Relevant and developed ex- planation and analysis of how effects have been created. Additional ideas also offered to illustrate inter- pretations.	Relevant subject ter- minology is used con- sistently and appro- priately to develop ideas on language and structural choic- es to achieve effects and influence the reader.	Thoughtful and relevant judge- ments made about the writ- ers' purposes are offered.	Understanding of context shown with comments on the relation- ship between text and con- text made.
3	Understand- ing of key implicit and all explicit ideas are made about the text (s).	Relevant inference and deduc- tions are offered from across the text(s).	Well cho- sen rele- vant textu- al refer- ences that illustrate ideas clear- ly.	Developed ex- planation and analysis of how effects have been created.	Different interpreta- tions also suggested through reference to subject terminology and analysis of lan- guage and structural choices to achieve effects.	Evaluative com- ments about the writer's purpose are offered.	Responses are thoughtfully linked to the attitudes and ideas ex- pressed at the time the text was written.
2	Understanding of some implic- it and explicit ideas are made about the text.	Relevant inference and deduc- tions are offered from across the text.	Relevant textual references are chosen to support and not repeat identified ideas.	Attempts at de- veloped expla- nation of how effects have been created.	Attempts at different interpretations are suggested in re- sponse to the ques- tion by reference to techniques and lan- guage devices used in the text.	Some evaluative comments about the writ- er's purpose are offered.	Limited re- sponses are linked to the attitudes and ideas ex- pressed at the time the text was written.
1	Understanding of explicit ideas only are made about the text.	Relevant deductions are made from sec- tions of the text.	Textual evidence is limited or summa- rised in own words.	Simple explana- tions of how effects have been created.	Some key words and techniques are named and chosen to show and extend ideas.	Writer's pur- pose is referred to but not ex- plained.	No links to the time the text was written are made.

WRITING

Assessment Criteria — Teacher copy



Level Skill	Planning	Drafting						
		Fits purpose	Vocabu- lary	Sentences	Punctuation	Paragraphs	Spelling	Proof reading
8/ 9	Inventive ideas used throughout. Inventive choice of stylistic fea- tures.	Inventive under- standing of the pur- pose, audi- ence and form sus- tained through- out.	Ambi- tious, yet pre- cise and well- judged vocabu- lary used.	Inventive sen- tence struc- tures are var- ied and accu- rate in order to promote clari- ty, understand- ing and effect on the reader.	Application of a full range of punctuation used for clarity, un- derstanding and effect on the read- er.	Paragraphs and discourse markers used consistently well for clarity and effect.	Accurate spelling of all words	Evidence of proof reading and improve- ment in all areas of accu- racy.
7	Compelling and con- vincing ideas used throughout. Compelling choice of stylistic fea- tures.	Compelling and con- vincing ideas + under- standing of the pur- pose, audi- ence and form sus- tained through-	Ambi- tious, yet pre- cise and well- judged vocabu- lary used.	Compelling and convincing ideas sentence structures are varied and ac- curate in order to promote clarity, under- standing and effect on the reader.	Application of a full range of punctuation used for clarity, un- derstanding and effect on the read- er.	Paragraphs and discourse markers used consistently well for clarity and effect.	Accurate spelling of all words	Evidence of proof reading and improve- ment in all areas of accu- racy.
6	Consistent and clear ideas used throughout. Consistent and clear ideas choice of stylistic features.	Consistent and clear ideas un- derstandin g of the purpose, audience and form sustained through-	Ambi- tious, yet pre- cise and well- judged vocabu- lary used.	Consistent and clear ideas sen- tence struc- tures are var- ied and accu- rate in order to promote clari- ty, understand- ing and effect on the reader.	Application of a full range of punctuation used for clarity, un- derstanding and effect on the read- er.	Paragraphs and discourse markers used consistently well for clarity and effect.	Accurate spelling of all words	Evidence of proof reading and improve- ment in all areas of accu- racy.

WRITING

Assessment Criteria — Teacher copy



	Planning	Drafting						
Level		Fits purpose	Vocabu- lary	Sentences	Punctuation	Paragraphs	Spelling	Proof reading
5	Original and imaginative ideas used throughout. Sustained and appro- priate choice of stylistic fea- tures.	Secure un- derstandin g of the purpose, audience and form sustained through- out.	Ambi- tious, yet pre- cise and well- judged vocabu- lary used.	Sentence struc- tures are var- ied and accu- rate in order to promote clari- ty, understand- ing and effect on the reader.	Application of a full range of punctuation used for clarity, un- derstanding and effect on the read- er.	Paragraphs and discourse markers used consistently well for clarity and effect.	Accurate spelling of all words with only occasional spelling errors of difficult words.	Consistent and sustained evidence of proof reading and improve- ment in all areas of accu- racy.
4	Original and imaginative ideas used throughout. Appropriate choice of stylistic fea- tures main- tained.	Central purpose is clear and sustained throughout the whole piece of writing, with occa- sional laps- es of form and tone.	Varied and am- bitious vocabu- lary used appro- priately.	Confident and accurate use of a variety of sentence struc- tures to pro- mote under- standing and effect on the reader.	Application of a full range of punctuation; all used ac- curately and appropriate- ly.	Paragraphs are accurately used with an increasing use of discourse markers link- ing ideas with- in and be- tween para- graphs.	Accurate spelling of most words including those contain- ing irregular patterns.	Consistent evidence of proof reading and improve- ment in all areas of accu- racy.
3	Relevant and imagi- native ideas developed with fea- tures of the writing style to match task.	Main pur- pose of writing is established with efforts to match audience, form and tone.	Well chosen and ap- propriat e vocab- ulary used.	A variety of sentence struc- tures used effectively to engage the reader, linked with appropri- ate connec- tives.	Application of a wide range of punctuation with correct use of semi- colons and colons.	Paragraphs are accurately used with a clear topic and grouping of similar ide- as.	Accurate spelling of most words with some incon- sistent spelling of ambitious words.	Evidence of proof reading and improve- ments across the task in all areas of accu- racy.
2	Relevant ideas and some devel- oped using appropriate techniques.	Some sense of purpose, although meaning is not always clear or ap- propriate.	Confi- dent range of vocabu- lary ap- propriat e to the task.	A variety of sentence struc- tures with basic connec- tives.	Application of a wide range of punctuation with accu- rate use of key punctua- tion marks.	Paragraphs are used to show a change in time, place, topic or person with only a few un- linked ideas.	Accurate spelling of com- mon words with some inconsist- encies.	Some evi- dence of proof reading and deliber- ate choices to improve re- sponse.
1	Some rele- vant ideas and some sense of form and audience.	Some sense of purpose, although meaning is not always clear or de- veloped.	Familiar vocabu- lary choices made.	Simple and compound sentences used, started with a subject, determiner or pronoun.	Key punctu- ation marks (.T , ? !)are used accu- rately.	Some structure with linking words between sentences but not always organized in to paragraphs.	correctly spelt	Little evi- dence of proof reading improve- ments made to final re- sponse.