



English literature Assessment Levels



| I can do this | | 9= | | 8+ | 8= | 8- | 7+ | 7= | 7- | 6+ | 6= | 6- | 5+ | 5= | 5- | 4+ | 4= | 4- | 3+ | 3= | 3- | 2+ | 2= | 2- | 1+ | 1= | 1- | F+ | F= | F- |
|--|---|--|--|---|---|--|--|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| AO1: Students can read, understand and respond to texts | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students produce a critical exploratory response to the task and whole text with some originality of personal response. Judicious use of precise references/quotations are evident to support interpretations and evaluation. Ideas are conveyed with consistent coherence and in an appropriate register. | Students produce a thoughtful and exploratory responses to the full task through considerable engagement. There is some exploratory use of references and ideas are conveyed with coherence and in appropriate register. | Students produce a thoughtfully developed response to task and whole text with integrated references linked to interpretations to justify and support responses. They demonstrate a detailed and thoughtful approach to the task conveyed with coherence and in an appropriate register. Secure understanding of the key aspects of the text. | Students produce a clear, sustained approach to the full task. They include a range of references to illustrate and justify responses. | Students produce a somewhat sustained response. There is some effective use of references to justify responses, including quotations. Mostly appropriate register. | Students focus on the full task with some coherence and in a mostly appropriate register. There is a range of points illustrated with relevant references from the text. | Students focus on task. They include relevant comments with some supporting evidence | Students show awareness of task but with limited focus. They include appropriate reference to the text, perhaps including some quotations. | Students recall some specific and straightforward information. Students show limited focus on task. There will be one or more direct/indirect reference showing familiarity with text. | | | | | | | | | | | | | | | | | | | | |
| AO2: Students can explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students demonstrate analysis and appreciation of writer's methods with judicious use of precise subject terminology. There is evidence of exploration and evaluation of effects of the writer's methods on the reader. As well as insightful analysis of language, form and structure | Students demonstrate a detailed analysis and discussion of particular features with some evaluation of effect, using apt subject terminology. | Students demonstrate analysis and appreciation of writer's methods through a detailed examination of the text. Apt subject terminology is used to support judgements. There is clear consideration of effects of language, structure and form and exploration of effects of writer's methods on the reader. | Students demonstrate a clear explanation of effects of a range of writer's methods. There is analysis of the writer's use of language, form and structure using appropriate subject terminology | Students demonstrate a clear explanation of effects of writer's methods. There is some analysis of language, structure and form and some use relevant subject terminology. | Students identify the effect of a range of writer's methods with some simple comments. There may be some relevant subject terminology used. | Students identify the effects of a range of deliberate choices made by the writer and may use subject terminology but not always accurately. | Students identify simple methods and make general comments on the use of language form and structure. They may use some subject terminology but not always accurately. | Students note some effective language choices. Students make simple reference to method. | | | | | | | | | | | | | | | | | | | | |
| AO3: Students can show understanding of the relationship between texts and the contexts in which they were written. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students explore ideas/perspectives/contextual factors through specific, detailed links between context/text/task. There is convincing exploration/evaluation of ideas/perspectives/contextual factors as engaged with by different audiences. | Students securely explore/analyse particular idea/perspective/contextual factors. | Students thoughtfully considered and assured understanding of ideas/perspectives/contextual factors shown by detailed examination of links between context/text/task. There is examination of ideas/perspectives/contextual factors possibly including alternative interpretations/ deeper meanings. | Students clearly consider of ideas/perspectives/contextual factors making specific links between context/text/task. | Students clearly explain ideas/perspectives/contextual factors. | Students are aware of ideas beyond the literal but will demonstrate limited understanding of the influence of context | Students show some awareness of ideas beyond the literal but with limited understanding of context. | Students make simple comments/responses to ideas, usually explicit. There is limited understanding of the relationships between texts and the contexts in which they were written/engaged with by different audiences. | Students show some general awareness of viewpoint and features of texts and how they might be similar or different. Students make simple responses/comment. | | | | | | | | | | | | | | | | | | | | |

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| <p style="text-align: center;">AO4: Technical accuracy</p> | <p>Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area.</p> | <p>Virtually all spelling is correct. Controlled use of complex grammatical structures. Strategic use of ambitious and extensive vocabulary choices.</p> | <p>Appropriate and effective variation of sentence structures. Virtually all sentence construction is controlled and accurate. A range of punctuation is used confidently and accurately. Control of tense and agreement is totally secure. Standard English is used consistently and appropriately. Wide range of ambitious vocabulary is used for effect.</p> | <p>Control of sentence structures is secure. Vocabulary is ambitious, increasingly sophisticated and used with precision. Mostly controlled use of grammatical structures.</p> | <p>Sentence structure varied to achieve particular effect. A range of accurately used punctuation. Spelling and control of tense and agreement is secure. Mostly uses Standard English.</p> | <p>Control of sentence construction is mostly secure. Vocabulary is beginning to develop and is used with some precision.</p> | <p>Varied sentence structure including co-ordination and subordination. A range of punctuation, mostly accurate. Most spelling, including irregular words, is correct. Tense and agreement mostly secure. Some use of Standard English.</p> | <p>Some variety of sentence structures. Some control of sentence construction and a range of punctuation. Spelling is usually accurate. Control of tense and agreement is generally secure. Some range of vocabulary. Occasional use of Standard English.</p> | <p>Control of sentence construction is limited. Some attempt to use punctuation. Some spelling is accurate. Control of tense and agreement is limited. Limited range of simple vocabulary.</p> | <p>Mainly simple sentences. Some use of capital letters and full stops. Capital letters for names and pronouns. Correct Mainly simple sentences with some subordination. Use of capital letters, full stops, question marks and exclamations marks to demarcate sentences. Mostly correct choice of past/present tenses.</p> |
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English reading Assessment Levels



| I can do this | 9= | 8+ | 8= | 8- | 7+ | 7= | 7- | 6+ | 6= | 6- | 5+ | 5= | 5- | 4+ | 4= | 4- | 3+ | 3= | 3- | 2+ | 2= | 2- | 1+ | 1= | 1- | F+ | F= | F- |
|---|---|---|---|---|---|--|--|---|--|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| AO1: Students can identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different sources. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students can confidently identify all explicit and implicit information and ideas. | Students can confidently identify almost all explicit and implicit information and ideas. | Students can confidently identify explicit and implicit information and ideas. | Students can identify most explicit and implicit information and ideas. | Students can identify explicit and some implicit information and ideas. | Students can identify basic explicit information and ideas. | Students can identify some basic explicit information and ideas. | Students identify basic explicit information. | Students recall some specific and straightforward information. Students identify the simple most obvious points but with some misunderstanding. | | | | | | | | | | | | | | | | | | |
| AO2: Students can explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students demonstrate perceptive understanding of language and structure. They use a judicious range of quotations, exploration and analysing the subtleties of the writer's techniques, explored in relation to the reader and can use well considered subject terminology to effectively support their analysis. | Students demonstrate detailed understanding of language and structure. They can analyse the effect of the writer's choices, selecting a wide range of quotations for support and can use sophisticated subject terminology accurately. | Students demonstrate clear understanding of language and structure. They can use subject terminology accurately to support comments and begin to analyse how structure is used to achieve effects and influence the reader. | Students demonstrate clear understanding of language and structure. They can clearly explain the effects of language and structure using a range of relevant quotations and use accurate subject terminology. | Students demonstrate language and structure are used. They can explain and begin to show understanding of how language and structure are used to achieve effects and influence the reader. | Students demonstrate some understanding of language and structure. They attempt to comment on effect using relevant quotations and subject terminology, though not always appropriately. | Students demonstrate simple awareness of language and structure. They include simple comments on language and structure of texts | Students demonstrate simple awareness of language and structure. They offer simple references/textual detail and use simple subject terminology. | Students demonstrate some general awareness of viewpoint and features of texts and how they might be similar or different. Students note some effective language choices. Students identify a few basic language features but with little or no comment. | | | | | | | | | | | | | | | | | | |
| AO3: Students can compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students demonstrate a detailed and sustained understanding of the differences between ideas and perspectives. They compare ideas and in a perceptive way. | Students demonstrate a detailed understanding of the differences between ideas and perspectives. They make detailed comparison of ideas and perspectives. They can analyse methods used to convey ideas and perspectives and use a judicious range of quotations from both texts. | Students make detailed comparisons with valid comments on how they are conveyed. | Students demonstrate a clear understanding of differences between ideas and perspectives. They compare ideas and perspectives in a clear relevant way, explaining clearly how methods are used to convey ideas/perspectives and use relevant quotations to support. | Students can identify similarities and differences. They makes some comparisons, commenting on how they are conveyed to the reader. | Students demonstrate understanding of different ideas and perspectives. They use textual details to support some comments on how differences are conveyed. | Students demonstrate simple awareness of different ideas and perspectives. They are able to identify how differences are presented with simple references or textual details. | Students identify basic similarities and/or differences. | Students demonstrate some general awareness of viewpoint and features of texts and how they might be similar or different. Students make simple connections between texts with some recognition of differences. | | | | | | | | | | | | | | | | | | |
| AO4: Students can evaluate texts critically and support this with appropriate textual references. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Students demonstrate perceptive critical evaluation. They are able to demonstrate persuasive evaluation of text and its effect, using purposeful textual reference. | Students demonstrate detailed critical evaluation. They demonstrate convincing use of evidence to explain views. They can analyse a range of writer's choices and use a range of relevant quotations to validate views. | Students demonstrate clear and consistent critical evaluation. They demonstrate critical awareness and engagement with the text as a whole. | Students demonstrate clear evaluation of the text. They use clear examples from the text to explain views. Their explanations of the effect of writer's choices are clear and use some relevant quotations to support. | Students demonstrate some critical awareness of the texts, making some evaluative comments. | Students make straightforward evaluative comments about the text. There is some use of textual evidence to support views and straightforward exploration of writer's methods. | Students make simple evaluative comments about the text. Simple examples and textual references are used with some mention of writer's methods. | Students make simple personal comments and opinions linked to basic textual references. | Students make some comments based on textual evidence but with misunderstanding at times. Students make comments about the main purpose within the text with personal interpretations. Reference to textual evidence emerging, although often paraphrasing. | | | | | | | | | | | | | | | | | | |



English writing Assessment Levels



| I can do this | 9= | 8+ | 8= | 8- | 7+ | 7= | 7- | 6+ | 6= | 6- | 5+ | 5= | 5- | 4+ | 4= | 4- | 3+ | 3= | 3- | 2+ | 2= | 2- | 1+ | 1= | 1- | F+ | F= | F- |
|---|---|---|--|--|--|--|--|---|---|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| AO4: Students can explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Student's communication is convincing and compelling throughout with ambition and sophistication. Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract. Extensive and ambitious vocabulary with sustained crafting of linguistic devices. Sophisticated understanding of purpose and format. Manipulates complex ideas. | Student's communication is convincing. Tone, style and register consistently matched to purpose, form and audience. Extensive range of vocabulary with evidence of conscious crafting of linguistic devices. Consistent understanding of purpose and format. Manages information and ideas. | Student's communication is consistently clear and effective. Tone, style and register match purpose, audience and audience. Increasingly sophisticated vocabulary and phrasing is chosen for effect with a range of linguistic devices. Writing demonstrates a secure awareness of reader and selects rhetorical devices to suit audience. | Student's communication is clear. Straightforward tone, style and register are generally matched to purpose, form and audience. There is evidence of conscious use of vocabulary with some linguistic devices. There is a clear understanding of purpose and format and clear awareness of the reader/intended audience. | Student's communication is mostly successful. There is a sustained attempt to match purpose, form and audience with some control of register. There is evidence of conscious use of vocabulary with some linguistic devices. There is some shape and structure and communication shows some clarity and fluency. | Students communicate with some success. They attempt to match purpose, form, and audience and control register are not always fully established. They begin to vary vocabulary with use some linguistic devices. There is some shape and structure and communication shows some clarity and fluency. | Students communicate ideas with simple success. They show simple awareness of purpose, form and audience; limited control of register. They make use of simple vocabulary and linguistic devices and show some awareness of purpose and format. Some reasons are given to support opinions but with limited development of ideas. | Students communicate ideas with some limited meaning. There is an occasional sense of purpose, form and audience and vocabulary will be simple. There will be basic awareness of purpose, format and reader. Content may be thin and brief. | Student's writing will include mostly relevant ideas but often repetitive or sparse. There will be some apt word choices and some basic awareness of purpose and form. Student's writing will include some appropriate ideas and content. There will be some attempt to elaborate on basic information and ideas. There will be attempts to adopt a viewpoint but not always consistent and to write in an appropriate style. Purpose will be established on a general level. Uses main features of selected form. | | | | | | | | | | | | | | | | | | |
| AO5: Students can show understanding of the relationship between texts and the contexts in which they were written. | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Student's writing is highly structured and developed, incorporating a range of integrated and complex ideas. There is a sophisticated shape and structure with fluent paragraphs linked with seamlessly integrated discourse markers. Writing demonstrates a varied and inventive use of structural features | Student's writing is structured and developed with a range of engaging complex ideas. Paragraphs are consistently coherent with integrated discourse markers. Writing uses a varied and effective structural features. | Student's writing is engaging with a range of detailed connected ideas. It uses coherent paragraphs with integrated discourse markers. There is effective use of structural features and communication has clarity, fluency and some ambition. | Student's writing is engaging with a range of connected ideas. It usually uses coherent paragraphs with a range of discourse markers. There is usually effective use of structural features and a clear shape and structure to writing. | Student's writing demonstrates an increased variety of linked and relevant ideas. There is some use of paragraphs and discourse markers as well as some use of structural features. | Student's writing includes some linked and relevant ideas. There are attempts to write in paragraphs with some discursive markers, although not always appropriate and attempts to use structural features and ideas organised into coherent argument. | Student's writing includes one or two relevant ideas simply linked. There is some sequencing of ideas into paragraphs but with an often random paragraph structure. There will be evidence of simple structural features. | Student's writing will make limited use of structural features but will include some simple sequencing of ideas. | Student's writing will include basic sequencing of ideas or material. Opening and closing will sometimes be signalled. Student's writing makes some attempt to organise ideas. Openings/closings usually signalled and there will be some attempt at sequencing ideas logically. Movement between paragraphs/sections sometimes abrupt/disjointed. | | | | | | | | | | | | | | | | | | |
| AO6: Technical accuracy | Students consistently meets all of the criteria for level 8 and consistently deliver an outstanding performance in this area. | Virtually all spelling is correct. Controlled use of complex grammatical structures. Strategic use of ambitious and extensive vocabulary choices. | Appropriate and effective variation of sentence structures. Virtually all sentence construction is controlled and accurate. A range of punctuation is used confidently and accurately. Control of tense and agreement is totally secure. Standard English is used consistently and appropriately. Wide range of ambitious vocabulary is used for effect. | Control of sentence structures is secure. Vocabulary is ambitious, increasingly sophisticated and used with precision. Mostly controlled use of grammatical structures. | Sentence structure varied to achieve particular effect. A range of accurately used punctuation. Spelling and control of tense and agreement is secure. Mostly uses Standard English. | Control of sentence construction is mostly secure. Vocabulary is beginning to develop and is used with some precision. | Varied sentence structure including co-ordination and subordination. A range of punctuation, mostly accurate. Most spelling, including irregular words, is correct. Tense and agreement mostly secure. Some use of Standard English. | Some variety of sentence structures. Some control of sentence construction and a range of punctuation. Spelling is usually accurate. Control of tense and agreement is generally secure. Some range of vocabulary. Occasional use of Standard English. | Control of sentence construction is limited. Some attempt to use punctuation. Some spelling is accurate. Control of tense and agreement is limited. Limited range of simple vocabulary. | Mainly simple sentences. Some use of capital letters and full stops. Capital letters for names and pronouns. Correct Mainly simple sentences with some subordination. Use of capital letters, full stops, question marks and exclamations marks to demarcate sentences. Mostly correct choice of past/present tenses. | | | | | | | | | | | | | | | | | | |