

Year Nine: English Language Assessment

<u>SKILL</u>	<u>Beginning</u>	<u>Developing</u>	<u>Secure</u>	<u>Embedding</u>	<u>Extending</u>	<u>Excelling</u>
<u>Communication is clear, effective and imaginative</u>	Communicates with some success	Communication is mostly successful	Communication is clear	Communication is consistently clear and effective	Communication is convincing	Communication is convincing and compelling throughout
<u>Use of tone, style and register for different forms, purposes and audiences</u>	Attempts to match purpose, form and audience	Sustained attempt to match purpose, form and audience	Tone, style and register generally matched to purpose, form and audience	Tone, style and register matched to purpose, form and audience	Tone, style and register consistently match purpose, form and audience;	Tone style and register assuredly matched to purpose/form/audience; manipulative, subtle and increasingly abstract
<u>Use of vocabulary</u>	Begins to vary vocabulary, some use of linguistic devices	Conscious use of vocabulary, some use of linguistic devices	Vocabulary clearly chosen for effect, successful use of linguistic devices	Increasingly sophisticated vocabulary, a range of appropriate linguistic devices	Extensive vocabulary with evidence of conscious crafting of linguistic devices	Extensive and ambitious vocabulary with sustained crafting of linguistic devices
<u>Organisation of information and ideas</u>	Some linked and relevant ideas. Some use of paragraphs and discourse markers	Increasing variety of linked and relevant ideas.	Writing is engaging with a range of connected ideas. Usually coherent paragraphs	Writing is engaging with a range of detailed connected ideas. Coherent paragraphs	Structured and developed writing with a range of engaging complex ideas. Consistently coherent use of paragraphs	Highly structured and developed writing, a range of integrated and complex ideas. Fluently linked paragraphs
<u>Use of varied structural features for effect</u>	Attempts to use structural features	Some use of structural features	Usually effective use of structural features	Effective use of structural features	Varied and effective structural features	Varied and inventive use of structural features
<u>Accuracy of punctuation and use of sentence structures</u>	Some evidence of conscious punctuation. Simple range of sentence forms	Straightforward punctuation and sentence structures used accurately.	Some control of more varied punctuation. Sentence forms used accurately	Control of a range of punctuation. Attempts a variety of sentence forms	Range of punctuation is used, mostly with success. Uses a variety of sentence forms for effect	Wide range of punctuation and sentence forms used with a high level of accuracy
<u>Accuracy of spelling</u>	Accurate basic spelling, simple use of vocabulary	Some use of Standard English. Some accurate spelling of more complex words. Varied use of vocabulary	Use of Standard English. Generally accurate spelling of more complex words. Varied use of vocabulary	Generally accurate spelling, including complex and irregular words. Increasingly sophisticated use of vocabulary	Accurate spelling including a wide range of complex vocabulary. Some ambitious use of vocabulary.	Secure control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary. Extensive and ambitious use of vocabulary

Comment from the teacher:

Student targets for improvement:

<u>Effort:</u>	
Excellent	<input type="checkbox"/>
Meets expectations	<input type="checkbox"/>
Below expectations	<input type="checkbox"/>

<u>Progress Step Achieved:</u>
