

Year Seven: English Language Assessment

<u>SKILL</u>	<u>Beginning</u>	<u>Developing</u>	<u>Secure</u>	<u>Excelling</u>	<u>Extending</u>	<u>Excelling</u>
<u>Communication is clear, effective and imaginative</u>	Communicates with limited success.	Communicates with some success.	Communication is mostly successful.	Communication is clear.	Communication is clear and sometimes effective.	Communication is consistently clear and effective.
<u>Use of tone, style and register for different forms, purposes and audiences</u>	Some limited success in matching purpose, form and audience.	Some success in matching purpose, form and audience.	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 perfectly.
<u>Use of vocabulary</u>	Some limited attempts to vary vocabulary and some limited attempts to use linguistic devices.	Some attempts to vary vocabulary, some use of linguistic devices.	Some effective vocabulary choices, some use of linguistic devices.	Conscious use of vocabulary, some use of a variety of linguistic devices.	Vocabulary clearly chosen for effect, successful use of a variety of linguistic devices.	A sophisticated vocabulary used with a wide range of appropriate linguistic devices.
<u>Organisation of information and ideas</u>	Some limited linked ideas. Paragraphing is sometimes inaccurately split.	Some linked and relevant ideas. Some use of paragraphs and discourse markers.	Increasing variety of linked and relevant ideas.	Wide variety of linked and relevant ideas. Some coherent paragraphs.	Writing is engaging with a range of connected ideas. Usually coherent paragraphs.	Writing is engaging with a range of detailed connected ideas. Coherent paragraphs perfectly split.
<u>Use of varied structural features for effect</u>	Limited attempts to use structural features.	Attempts to use some structural features.	Some use of structural features.	Conscious use of structural features, sometimes effective.	Usually effective use of structural features.	Very effective use of structural features.
<u>Accuracy of punctuation and use of sentence structures</u>	Limited variety of accurate punctuation. Simple sentences used well but other forms inaccurate.	Some evidence of conscious punctuation. Simple range of sentence forms.	Straightforward punctuation and sentence structures used accurately.	Straightforward and some more varied punctuation and sentence structures used accurately.	Some control of more varied punctuation. Sentence forms used accurately.	Very effective control of a wide range of punctuation. A wide variety of sentence forms used accurately.
<u>Accuracy of spelling</u>	Some accuracy in basic spellings with a narrow vocabulary.	Accurate basic spelling, simple use of vocabulary.	Some use of Standard English. Some accurate spelling of more complex words. Some varied use of vocabulary.	Use of Standard English. Some accurate spelling of more complex words. Increasingly varied use of vocabulary.	Use of Standard English. Generally accurate spelling of more complex words. Varied use of vocabulary.	Very accurate spelling, including complex and irregular words. An increasingly sophisticated use of vocabulary.

Comment from the teacher:

Student targets for improvement:

<p><u>Effort:</u></p> <p>Excellent <input type="checkbox"/></p> <p>Meets expectations <input type="checkbox"/></p> <p>Below expectations <input type="checkbox"/></p>	<p><u>Progress Step Achieved:</u></p>
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