

Year Seven: English Literature Assessment

<u>SKILL</u>	<u>Beginning</u>	<u>Developing</u>	<u>Secure</u>	<u>Embedding</u>	<u>Extending</u>	<u>Excelling</u>
<u>Understanding of the text as a whole</u>	Comments on <u>some</u> aspects of the text	<u>Some explained</u> response to the task and the text	Clear and <u>consistently relevant</u> response to the task.	Clear, relevant response to the task and a <u>range of points</u> from the text	<u>Developed and consistent</u> response to the task and the whole text	<u>Confident</u> response to the task and the whole text, beginning to include <u>critical phrasing</u> .
<u>Use of textual references and quotations</u>	<u>Some general references</u> used to support points	<u>A range of references</u> used to support comments	Relevant use of <u>quotations</u> to support explanation of <u>all points</u>	Relevant quotations used to support <u>all points, sometimes integrated</u>	Relevant and consistent use of quotations, <u>often integrated</u> into interpretation(s)	Effective use of quotations, frequently integrated into interpretation(s)
<u>Comparisons</u>	<u>Simple comments</u> relevant to comparison	<u>Supported</u> comparison	<u>Some explained</u> comparison	<u>Clear</u> comparison	Thoughtful, <u>developed</u> comparison	<u>Critical, exploratory</u> comparison
<u>Understanding of the writer's craft</u>	<u>Some identification</u> of writers' methods	<u>Clear identification</u> of writer's methods with <u>some relevant comments</u> on writer's methods	<u>Frequent and relevant comments</u> on writer's methods	<u>Clear explanation</u> of writer's methods and the language used	<u>Frequently developed</u> explanation of writer's methods and the language used	<u>Consistently developed</u> explanation of writer's methods and the language used
<u>Subject terminology</u>	<u>Little reference</u> to subject terminology	<u>Some use</u> of subject terminology	<u>Appropriate</u> use of subject terminology	<u>Consistent</u> use of subject terminology	Subject terminology <u>used effectively</u>	Subject terminology used <u>effectively and consistently</u>
<u>The effect on the reader</u>	<u>Limited identification</u> of the effect on the reader	<u>General comment</u> on the effects of writer's methods on the reader	<u>Understanding of effects</u> of writer's methods on reader	<u>Some explanation</u> of the effect of the writer's methods on the reader	<u>Frequent explanation</u> of the effect of the writer's methods on the reader	<u>Consistent explanation</u> of the effect of the writer's methods on the reader
<u>Context</u>	<u>Little awareness</u> of contextual factors	<u>Some awareness</u> of contextual factors	<u>Some understanding</u> of implicit ideas/perspectives/contextual factors shown by <u>links between context/text/task</u>	<u>Clear understanding</u> of ideas/perspectives/ contextual factors shown by <u>specific links</u> between context/text/task	<u>Some explanation</u> of ideas/perspectives/contextual factors shown by <u>relevant links</u> between context/text/task	<u>Detailed explanation</u> of ideas/perspectives/contextual factors shown by <u>detailed links</u> between context/text/task
<u>Spelling, punctuation and grammar</u>	Frequently inaccurate SPaG including misspelling of simple words	Some level of accuracy, more frequently inaccurate with complex vocabulary	Mostly accurate SPaG	Mostly accurate spelling of a wide range of words and increasingly complex sentence structures	Accurate spelling of a wide range of words and increasingly complex sentence structures	Completely accurate SPaG, including the use of complex vocabulary and sentence structures

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</u>
<u>Achieved:</u>