

Writing assessment guidelines: levels 3 and 4

Pupil name \_\_\_\_\_

Class/Group \_\_\_\_\_

Date \_\_\_\_\_

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 4	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>some variety in length, structure or subject of sentences</li> <li>use of some subordinating connectives, <i>e.g. if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote speech generally accurate, with some other speech punctuation</li> <li>commas used in lists and occasionally to mark clauses, although not always accurately</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>ideas organised by clustering related points or by time sequence</li> <li>ideas are organised simply with a fitting opening and closing, sometimes linked</li> <li>ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>paragraphs/sections help to organise content, <i>e.g. main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs/sections, limited range of connections between sentences, <i>e.g. over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs/sections not always maintained, <i>e.g. firstly, next</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, <i>e.g. descriptions elaborated by adverbial and expanded noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, <i>e.g. writing in role or maintaining a consistent stance</i></li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>main purpose of writing is clear but not always consistently maintained</li> <li>main features of selected form are clear and appropriate to purpose</li> <li>style generally appropriate to task, though awareness of reader not always sustained</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>some evidence of deliberate vocabulary choices</li> <li>some expansion of general vocabulary to match topic</li> </ul>	<b>Across a range of writing</b> <ul style="list-style-type: none"> <li>correct spelling of most common grammatical function words, including adverbs with <i>-ly</i> formation regularly formed content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> <li>likely errors</li> <li><i>homophones of some common grammatical function words</i></li> <li><i>occasional phonetically plausible spelling in content/lexical words</i></li> </ul>	
Level 3	<b>In most writing</b> <ul style="list-style-type: none"> <li>reliance mainly on simply structured sentences, variation with support, <i>e.g. some complex sentences</i></li> <li><i>and, but, so</i> are the most common connectives, subordination occasionally</li> <li>some limited variation in use of tense and verb forms, not always secure</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</li> <li>some, limited, use of speech punctuation</li> <li>comma splicing evident, particularly in narrative</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some attempt to organise ideas with related points placed next to each other</li> <li>openings and closings usually signalled</li> <li>some attempt to sequence ideas or material logically</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some internal structure within sections of text <i>e.g. one-sentence paragraphs or ideas loosely organised</i></li> <li>within paragraphs/sections, some links between sentences, <i>e.g. use of pronouns or of adverbials</i></li> <li>movement between paragraphs/sections sometimes abrupt or disjointed</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, <i>e.g. nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, <i>e.g. attitude expressed, but with little elaboration</i></li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>purpose established at a general level</li> <li>main features of selected form sometimes signalled to the reader</li> <li>some attempts at appropriate style, with attention to reader</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>simple, generally appropriate vocabulary used, limited in range</li> <li>some words selected for effect or occasion</li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>correct spelling of some common grammatical function words</li> <li>common content/lexical words with more than one morpheme, including compound words</li> <li>likely errors</li> <li><i>some inflected endings, e.g. past tense, comparatives, adverbs</i></li> <li><i>some phonetically plausible attempts at content/lexical words</i></li> </ul>	<b>In most writing</b> <ul style="list-style-type: none"> <li>legible style, shows accurate and consistent letter formation, sometimes joined</li> </ul>
BL									
IE									

Key: BL . Below level IE . Insufficient evidence

Overall assessment (tick one box only)

Low 3

Secure 3

High 3

Low 4

Secure 4

High 4

QCA