

Writing assessment guidelines: levels 4 and 5

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
Level 5	<p>Across a range of writing</p> <ul style="list-style-type: none"> a variety of sentence lengths, structures and subjects provides clarity and emphasis wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i> some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> full range of punctuation used accurately to demarcate sentences, including speech punctuation syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<p>Across a range of writing</p> <ul style="list-style-type: none"> material is structured clearly, with sentences organised into appropriate paragraphs development of material is effectively managed across text, e.g. <i>closings refer back to openings</i> overall direction of the text supported by clear links between paragraphs 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i> within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i> links between paragraphs/sections generally maintained across whole text 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and material developed with some imaginative detail development of ideas and material appropriately shaped for selected form, e.g. <i>nominalisation for succinctness</i> clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear and consistently maintained features of selected form clearly established with some adaptation to purpose appropriate style clearly established to maintain reader's interest throughout 	<p>Across a range of writing</p> <ul style="list-style-type: none"> vocabulary chosen for effect reasonably wide vocabulary used, though not always appropriately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> grammatical function words almost all inflected words most derivational suffixes and prefixes most content/lexical words likely errors <ul style="list-style-type: none"> <i>occasional phonetically plausible spelling of unstressed syllables in content words</i> <i>double consonants in prefixes</i>
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some variety in length, structure or subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i> some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> most common grammatical function words, including adverbs with <i>-ly</i> formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals likely errors <ul style="list-style-type: none"> <i>homophones of some common grammatical function words</i> <i>occasional phonetically plausible spelling in content/lexical words</i>
BL								
IE								

Key: BL . Below level IE . Insufficient evidence

Overall assessment (tick one box only)

Low 4

Secure 4

High 4

Low 5

Secure 5

High 5

QCA

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