LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: English

Band Descriptor	RAF1 – WHAT Understanding and response	RAF2 – HOW Exploration of language, structure and form; effect on the reader	RAF3 – WHY connections (context, intentions & comparisons)
Higher (**Mastering**– skilled / comprehensive / confident / highly developed / accurate)	o Students make accurate and detailed comments showing implicit and explicit understanding of the text o Students make clear and detailed point(s) relevant to the task o Students select a range of relevant and highly effective textual references/quotations that support comment(s) and are embedded into writing o Students develop comprehensive interpretation(s) and/or argument(s) of what is read	o Students begin to show perceptive and original ideas and offer interpretation(s) o Students show a clear understanding and analysis of how the writer uses language, structure or form to create meaning o Students clearly explore the effect(s) of writers' choices on the reader (think/feel/imagine) o Students use subject terminology accurately and with precision	o Students make comprehensive connections between the text, the writer's ideas and intentions o Students use contextual information to support detailed analysis of the text o Students make relevant and developed comparisons of writers' methods and ideas
Intermediate (**Securing**– Effective / developed / Sound / acquiring)	o Students make comments that show an understanding of explicit and some implicit ideas in the text o Students mostly make clear/effective point(s) relevant to the task o Students select relevant textual references/quotations that support comment(s) o Students begin to develop a personal response to what is read	o Students explain ideas and begin to develop interpretation(s) o Students explain the writer's choices and how these create meaning o Students explain the effect of the writer's choices on the reader (think/feel/imagine) o Students identify methods using appropriate subject terminology	o Students relate content in a text to the writer's ideas and intentions o Students apply specific contextual information to support a secure understanding of the text o Students offer some comparative statements to link texts through writers' methods or ideas
Foundation (**Developing / Emerging** – some / basic / beginning / awareness)	o Students begin to show understanding of texts o Students make some simple point(s) or comment(s) about what is read (may be unrelated to the task) o Students begin to refer to details in the text (may be unrelated to task) o Students begin to make a personal comment(s) about what is read	o Students state ideas and begin to explain them o Students begin to comment on choices that writers make o Students show some awareness that writers make choices to affect the reader o Students begin to use some subject terminology	o Students make some simple comment(s) on the writer's ideas o Students begin to refer to the writer's context o Students begin to link texts together

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Band Descriptor	WAF1 - content	WAF2 - organisation	WAF3 – technical accuracy
Higher (**Mastering**– skilled / comprehensive / confident / highly developed / accurate)	o Students confidently produce texts which are suited to the task, reader and purpose o Students write convincing and/or imaginative texts that engage their reader to make them think/feel/imagine o Students select and use ambitious vocabulary for deliberate effect o Students skilfully use a range of effective linguistic devices suited to task, reader and purpose	o Students organise and present whole texts effectively, sequencing and structuring them deliberately o Students construct a range of cohesive paragraphs, including accurate use of TiPToP and paragraphs to add effect o Students vary sentence forms and lengths for clarity, purpose and effect, using a range of sentence openers and conjunctions o Students use effective structural features to engage my reader	o Students write with accuracy of grammar, including consistent use of verb tense o Students accurately use punctuation to mark phrases and clauses o Students use some complex punctuation and punctuation for effect o Student's spellings are accurate for most words, including some more complex vocabulary
Intermediate (**Securing**– Effective / developed / Sound / acquiring)	o Students produce texts which are largely appropriate to the task, reader and purpose o Students write texts that engage their reader and have some effect on them o Students select appropriate and some effective vocabulary o Students use linguistic devices appropriate for their task, reader and purpose	o Students organise and present texts for clarity, sequencing information to guide a reader o Students construct clear, cohesive TiPToP paragraphs with some paragraphs used for effect o Students vary sentences forms, lengths and openers for clarity and purpose, with a clear range of conjunctions o Students use structural features mostly appropriately	o Students mostly write with grammatical accuracy, including mostly consistent use of verb tense o Students use basic punctuation correctly o Students attempt to use punctuation for effect o Student's spelling is accurate for most words, but may make mistakes with more complex vocabulary
Foundation (**Developing / Emerging** – some / basic / beginning / awareness)	o Students begin to grasp the task/reader/purpose for which they are writing o Students write texts with ideas that may interest their reader o Students mostly use basic vocabulary but begin to choose some more interesting words o Students begin to use linguistic devices	o Students begin to organise and sequence their texts o Students begin to use paragraphs, though they might not follow TiPToP rules o Students begin to use more than just simple and compound sentences o Students begin to use simple structural feature(s)	o Students use some correct grammar, but make some errors o Students use some full stops and capital letters correctly o Students use some other punctuation marks o Students spell some words accurately

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Band Descriptor	SAF1 – Individual oracy	SAF2 – Paired/group oracy
Higher (**Mastering**– skilled / comprehensive / confident / highly developed / accurate)	o Students speak with confidence, in detail and with fluency o Students structure their delivery for effect on the audience o Students adapt their vocabulary and linguistic devices confidently and for deliberate purpose/effect on the audience o Students use a range of performance techniques to engage the audience (such as: eye contact, gesture, pace, voice), and use some advanced, highly effective techniques (such as movement, levels, proximity, tone) to create mood, character, etc. o Students respond effectively to detailed or extended questions and feedback	o Students explain their ideas/opinions with confidence and in detail within the group o Students actively support all group members to participate and take on a variety of roles to contribute to my group's success o Students use a range of non-verbal cues within group work (such as: eye contact, gesture, nodding) to encourage and value others' contributions
Intermediate (**Securing**– Effective / developed / Sound / acquiring)	o Students speak clearly and can develop ideas, and sometimes speak confidently o Students structure their delivery to guide the audience with appropriate sections o Students adapt vocabulary and some linguistic devices to suit audience/purpose o Students use performance techniques to engage the audience (such as: eye contact, gesture, pace, voice) and may use advanced, effective techniques to suit character, mood, etc. o Students respond appropriately to questions and feedback	o Students explain and develop their ideas/opinions for others in the group o Students support the participation of all group members and take on roles of responsibility to contribute to their group's success o Students clearly use non-verbal cues within groups to indicate their attention (such as: eye contact, gesture, nodding)
Foundation (**Developing / Emerging** – some / basic / beginning / awareness)	o Students share ideas with others and begin to make their ideas clear to others o Students have a beginning, middle and end to guide the audience o Students choose some vocabulary to suit their audience/purpose o Students begin to use performance techniques meant to engage an audience o Students respond to questions in some detail	o Students begin to share their ideas/opinions with others o Students make some contributions to the group work o Students use some non-verbal cues to show others in the group that they are paying attention (such as: eye contact, gesture, nodding)