

Formative Assessment Criteria: Cycle 1

Teachers may use the following criteria in their day-to-day assessment of pupils' work, for setting targets for progress and for the periodic moderation of work, to ensure a consistent standard within and between Anglophone sections.

S1-2

AO 1: SPEAKING AND LISTENING

<i>AF1</i>	<i>Talk in purposeful and imaginative ways to explore ideas and feeling, using non-verbal features for clarity and effect</i>
10	Comments arranged effectively to create impact; important features emphasised in a memorable way; lively and dramatic use of voice and facial expression; establishes relationship with group or audience
9	Comments arranged for effect and impact; voice varied and lively – maintains interest; good use of eye contact
8	Comments are interesting; links to help audience follow; voice – varies pitch and pace; sustained eye contact
7	Comments are clear and well put together; ideas in logical order; important features distinguished; voice is audible and controlled; some eye contact
6	Comments are clear and relevant; uses key words to help put idea in order; little or no variation in pace & pitch; hesitant eye contact
5	Comments are brief and basic; voice partially or only sometimes audible; monotone
<i>AF2</i>	<i>Listen and respond to others, identify main ideas, implicit meanings and viewpoints and how these are presented</i>
10	Listens actively; responses seek to develop, explore or challenge elements of topic; picks up on implicit meaning and unstated viewpoints
9	Listens attentively; responses show full engagement with topic and seek to develop topic; grasps implicit meanings
8	Listens attentively; responses show interest in or engagement with topic; identifies main ideas and implicit meanings
7	Maintains attention when listening; mostly responds appropriately; confidently identifies main ideas; recognises implicit meaning after prompting
6	Responds appropriately on most occasions; recognises main points or stages
5	Listens inattentively or attention wavers; responses are short; identifies some points and can recall some information
<i>AF3</i>	<i>Adapt and vary structure and vocabulary according to content, purpose and listeners; select and use features of spoken standard English</i>
9–10	Selects from a wide and interesting vocabulary to match purpose and audience; varies complexity of language; uses a wide range of registers for effect (inc. humour); makes effective links between visual and spoken elements
8	Effective use of vocabulary and register to suit purpose or convey shifts in formality; varies complexity of language when talking to different audiences; makes links between visual and spoken elements; conscious attempt to persuade
7	Vocabulary choices adapted to different purposes; language choices generally appropriate; register generally appropriate; makes some links between visual and spoken parts

6	Vocabulary choices show awareness of different purposes; language choices generally appropriate, possibly some lapses in register
5	Makes limited changes to language according to situation and speaking partners
<i>AF4</i>	<i>Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together</i>
10	Contributions make a significant impact on the work of group; encourages others to contribute; supports and builds on suggestions; focus drives group's progress
9	Contributions make a significant impact on the work of group; brings together others' suggestions to co-ordinate work; encourages others to contribute; focus supports groups' progress
8	Contributes suggestions and comments which help the group to complete the task; listens and builds on the suggestions of others; remains focused on task
7	Makes some contributions; acknowledges others suggestions; fulfils allocated role or tasks satisfactorily
6	Receives and carries out suggestions and allocated role or task; sometimes supports others' contributions or suggestions
5	Fulfils allocated role or task adequately; mostly passive in group interaction
<i>AF5</i>	<i>Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</i>
9–10	Inventive use of language; voice, gesture and movement create convincing characterisation; enthusiastic exploration of the possibilities offered by a text or situation; tries to draw on the strengths and talent of others
8	Adapts language, voice, gesture and movement to fill out a role; encourages others to develop roles and scenario; interprets characters and situation
7	Straightforward adaptation of language combined with voice, gesture or movement to create a role; interacts generally appropriately with others in role to sustain various scenarios; shows good understanding of characters and situation
6	Uses some adaptation of everyday speech, gesture and movement to create roles; some appropriate in-role response to help sustain a scenario; shows basic understanding of characters and situation
5	May show some simple understanding of character but finds it difficult to sustain a role or interprets a role inappropriately (tries to make the class laugh); reliant on written script or prompting from others
<i>AF6</i>	<i>Identify varieties and uses of spoken language, comment on the meaning and impact and draw on these when talking to others</i>
9–10	Identifies and comments on different ways of expressing meaning; shows increasing and extended use of knowledge of different styles of speaking with simple comment; consciously uses appropriate language when in role and a variety of other situations
7–8	Comments on how contexts influence speakers' choices of language (noticing different forms of address between home and school or adults and children); applies some knowledge about styles of speaking in different contexts

6	Notes how speakers' use of language changes in different contexts (vocabulary choices, tone of voice); makes some use of individual words and phrases heard in other contexts to enlarge own repertoire
5	Shows attentiveness to a few feature of language (asks questions about word meanings, makes remarks about how people talk)

S1-2

AO2: READING

<i>AF1</i>	<i>Understand, describe, select or retrieve information, events or ideas from texts. Use quotations or references to texts</i>
10	Identifies most relevant points throughout a text; distinguishes different or contrasting meanings when selecting information from texts or from different places in the text; chooses short quotations and close references with precision to support main ideas or argument
9	Selects relevant and detailed information from different places in the text; makes strong points using short quotations and close references, is aware that there may be more than one meaning/interpretation; uses short quotations or close reference to details in the text
8	Refers to relevant parts of the text; finds and refers to specific information and events; makes general comments showing some awareness of implicit meaning; supports comments with relevant references or longer (less focused) quotations
7	Identifies several relevant points (usually explicit) parts of the text where they are found
6	Identifies obvious or straightforward information and indicates parts of text where they are found
5	Identifies obvious or basic information but may misinterpret or misread elements of the text
<i>AF2</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>
10	Comments are closely tied to evidence in the text; identifies shades of meaning and offers explanation for them; comments on how details contribute to the overall meaning of the text
9	Comments on less obvious inferences in a text; bases inference on evidence from different parts of a text; shows an awareness of complex or contradictory motivations and feelings at specific points in a text
8	Comment develops explanation of inferred meanings with convincing evidence from the text
7	Correctly interprets specific things that are said and done in a text; identifies clues in a text and can explain how a conclusion was reached
6	Gives conclusions which are generally correct but not tied to the text; identifies relevant parts of text but retells rather than interprets
5	Makes obvious inferences or deductions but does not pick up on implied thoughts, feelings or ideas
<i>AF3</i>	<i>Identify and comment on the structure and organisation of texts, grammatical and presentational features at text level</i>
10	Shows how the organisation of a text adds to the writer's theme and purpose; comments on how the organisation of events, ideas and presentational features are used to create effects
9	Precisely identifies and explains the organisation of a text at different levels; comments on the writer's structural choices within sections

8	Identifies the main and secondary features of organisation in a text (features within paragraphs); comments on the structure of the whole text (how beginning relates to ending)
7	Identifies the main features of organisation in a text; comments on the order of ideas or events within a text
6	Identifies the obvious ways in which a text is organised, e.g. bullet points, paragraphs, images
5	Shows some awareness of simple text features, e.g. font style, labels, titles
AF4	<i>Explain and comment on use of language, including grammatical, lexical and literary features at word, sentence and whole text level</i>
10	Is aware of multiple meanings in writer's use of language; comments precisely on the impact of selected words or phrases; comments on how the writer's choice words and style throughout the text affects the reader
9	Explores writer's use of language and literary features using appropriate terminology; comments on and compares varying effects created by writer's use of language at different points in the text
8	Identifies a variety of language features and gives a full explanation of their purpose or effect; makes focused comments on the writer's choice of words and supports them with evidence
7	Identifies more obvious language features and gives some explanation; makes generally correct comments on the effect of parts of a text without specific evidence
6	Identifies some features of the writer's use of language (e.g. rhyme, significant or unusual words); comments on obvious or general impression of a text (... <i>makes you feel sad...</i>) but lacks detail and focus
5	Can give a general impression of text, may make broad or vague comment on language which has some validity (<i>it's old-fashioned, it makes it sound boring</i>)
AF5	<i>Identify and comment on the writers' purpose and viewpoint and their effect on the reader</i>
10	Gives precise evidence (words/phrases throughout a text) for identifying purpose; viewpoint is clearly explained with close references to the text; identifies and explains the techniques used in a text to influence the reader
9	Gives precise evidence (words/phrases throughout a text) for identifying purpose; viewpoint explained with reference to the text; comments on intended effect on reader
8	Clearly identifies and the purpose of the text; Gives a sound explanation of the writer's viewpoint; Comments on and explains the effect of the text on the reader at various points
7	Identifies and explains the main purpose of the text; identifies and explains the writer's viewpoint; explains own responses to the text
6	Identifies the main purpose of a text; can say what the gist of the writer's viewpoint is; gives a simple response to the text
5	Can say what the subject of a text is and identify purpose in more straightforward texts, but has only hazy understanding of viewpoint (<i>It's about kids skipping school and that's not a good idea.</i>)

AF 6	<i>Relate texts to their social, cultural and historical traditions</i>
9 - 10	Identifies the features of a text which place it in a particular era; relates the writer's attitudes and responses to events within a social/historical context; makes some comment on how attitudes expressed relate to context; makes comparisons between texts from different periods or cultures
7 - 8	Can place a text within a broad historical era (e.g. Shakespearian, Victorian, C20, Contemporary) or cultural setting using obvious clues; makes a basic comment on the cultural origin/setting of a text.
6	Distinguishes contemporary from older texts; recognises the cultural origin/setting of a text; recognises a connection between text and social context This <i>poem</i> was written about the 1 st World War.
5	May suggest that a text is "old-fashioned" and refers to identifying feature in a very general way

S1-2

AO3: WRITING

AF1	<i>Write imaginative, interesting and thoughtful texts which are appropriate to task, reader and purpose.</i>
10	Shows control of form and style; ideas are imaginatively developed; imagery has impact; sympathetic portrayal of characters; viewpoints elaborated with reasons and examples; thoughtful and original ideas expressed clearly, uses humour or irony
9	Uses conventions of form and style accurately and confidently; convincing portrayal of character; imagery used to good effect; thoughtful and original ideas expressed clearly; viewpoints developed and supported
8	Uses appropriate style and some conventions of the form; consistent portrayal of character; touches of style and interest; sustained viewpoint with some justification
7	Form and style are generally appropriate; consistent portrayal of character; viewpoints established with straightforward explanation
6	Some features of form and style are present; some indication of character's thoughts and feelings; viewpoints stated with some relevant explanation
5	Information may be relevant but shows little grasp of form or style; some basic idea of character; viewpoints are limited and development replaced by repetitions
AF2	<i>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</i>
10	Care is taken to show links and development of ideas throughout the text; sense of wholeness and completeness; surprises or twists in endings
9	Links and connections go through the whole piece of writing, ideas or information successfully arranged for effect; endings are conclusive or satisfying
8	Ideas are organised to show how they belong together or develop; time sequences are used with thought; some thought given to arranging ideas or information for effect
7	Text is organised with clear opening, development & closing; structures are logical and clear but may be obvious or lack impact
6	Ideas are usually in a logical order with no gaps or jumps which cause confusion
5	Ideas are relevant but lack order in the way they are presented

AF3	<i>Paragraphs and whole text structure</i>
9–10	Topics are clear in paragraphs; ideas fully developed within paragraphs; paragraphs arranged logical or sequential order; paragraphing used to help the flow of ideas through a text
8	Paragraphs used as organisational tools; e.g. main idea (topic sentence) supported and explained; connections and pronouns used within paragraphs; usually shows links between paragraphs
7	Similar ideas grouped together in paragraphs; beginning to use connectives and pronouns within paragraphs; usually shows links between paragraphs
6	Paragraphs are indicated but content may be erratic; text divided into sections but not always thematic
5	Paragraphs or sections are not indicated; ideas and information are grouped randomly
AF4	<i>Accuracy of syntax and punctuation in phrases, clauses & sentences. Vary sentences for clarity, purpose and effect.</i>
10	A variety of sentence lengths, structures and subjects used to express complex ideas; sentences constructed with a sense of style; generally accurate punctuation of direct speech
9	Accurate punctuation of a range of sentences; connectives used to link or contrast ideas within and between sentences; varies word order to convey meaning or for effect;
8	Competent use of a range of sentence styles and punctuation; controls sentences length and structure; connective used within sentences and to show links between sentences; partially accurate punctuation of direct speech
7	Simple sentences are accurately punctuated and straightforward mid-sentence punctuation is correct; some complex or compound sentences; capitalisation consistently correct
6	Meaning and sense mostly clear but sentence structure and punctuation faulty (e.g. run on sentences); or punctuation generally correct but relies on simple sentences; some errors of capitalisation
5	Capitalisation faulty; meaning and sense sometimes compromised because writing is unpunctuated or wrongly punctuated
AF5	<i>Select appropriate and effective vocabulary and use correct spelling.</i>
9–10	Selects interesting and varied vocabulary to achieve effects; varies register and language style to suit task; virtually all spelling is correct
8	Well considered vocabulary choices adapted to task and purpose; some modification of register to suit task; most spelling is correct
7	Uses and spells correctly straightforward vocabulary that is appropriate to task and purpose
6	Use simple or basic vocabulary that is adequate to the task; some evidence of selecting vocabulary to suit purpose; some common spelling errors
5	Vocabulary limited and repetitive or not sufficiently wide to support a full engagement with the task