

Writing assessment guidelines: levels 2 and 3

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 3	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>reliance mainly on simply structured sentences, variation with support, e.g. <i>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>	<p><b>In most writing</b></p> <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>	<p><b>In most writing</b></p> <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>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i></li> <li>within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i></li> <li>movement between paragraphs/sections sometimes abrupt or disjointed</li> </ul>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>some appropriate ideas and content included</li> <li>some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i></li> <li>attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i></li> </ul>	<p><b>In most writing</b></p> <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>	<p><b>In most writing</b></p> <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>	<p><b>In most writing</b></p> <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 <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>	<p><b>In most writing</b></p> <ul style="list-style-type: none"> <li>legible style, shows accurate and consistent letter formation, sometimes joined</li> </ul>
Level 2	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i></li> <li>mainly simple sentences with <i>and</i> used to connect clauses</li> <li>past and present tense generally consistent</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>clause structure mostly grammatically correct</li> <li>sentence demarcation with capital letters and full stops usually accurate</li> <li>some accurate use of question and exclamation marks, and commas in lists</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i></li> <li>openings and/or closings sometimes signalled</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>ideas in sections grouped by content, some linking by simple pronouns</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>mostly relevant ideas and content, sometimes repetitive or sparse</li> <li>some apt word choices create interest</li> <li>brief comments, questions about events or actions suggest viewpoint</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>some basic purpose established, e.g. <i>main features of story, report</i></li> <li>some appropriate features of the given form used</li> <li>some attempts to adopt appropriate style</li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>simple, often speech-like vocabulary conveys relevant meanings</li> <li>some adventurous word choices, e.g. <i>opportune use of new vocabulary</i></li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>usually correct spelling of high frequency grammatical function words</li> <li>common single morpheme content/lexical words</li> <li>likely errors <i>inflected endings, e.g. past tense, plurals, adverbs</i></li> <li><i>phonetic attempts at vowel digraphs</i></li> </ul>	<p><b>In some forms of writing</b></p> <ul style="list-style-type: none"> <li>letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters</li> <li>clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words</li> </ul>
BL									
IE									

Key: BL . Below level IE . Insufficient evidence

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3