

# Writing assessment guidelines: levels 4 and 5

Child's name: \_\_\_\_\_ Class/Group: \_\_\_\_\_

	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
L5	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>a variety of sentence lengths, structures and subjects provides clarity and emphasis</li> <li>wide range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i></li> <li>some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, modals in verb phrases</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>full range of punctuation used accurately to demarcate sentences, including speech punctuation</li> <li>syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>material is structured clearly, with sentences organised into appropriate paragraphs</li> <li>development of material is effectively managed across text, e.g. <i>closings refer back to openings</i></li> <li>overall direction of the text supported by clear links between paragraphs</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i></li> <li>within paragraphs/ sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i></li> <li>links between paragraphs/sections generally maintained across whole text</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>relevant ideas and material developed with some imaginative detail</li> <li>development of ideas and material appropriately shaped for selected form e.g. <i>nominalization for succinctness</i></li> <li>clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>main purpose of writing is clear and consistently maintained</li> <li>features of selected form clearly established with some adaptation to purpose</li> <li>appropriate style clearly established to maintain reader's interest throughout</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>vocabulary chosen for effect</li> <li>reasonably wide vocabulary used, though not always appropriately</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of                             <ul style="list-style-type: none"> <li>grammatical function words</li> <li>almost all inflected words</li> <li>most derivational suffixes and prefixes,</li> <li>most content/lexical words</li> </ul> </li> <li><i>likely errors:</i> <ul style="list-style-type: none"> <li>occasional phonetically plausible spelling of unstressed syllables in content words</li> <li>double consonants in prefixes</li> </ul> </li> </ul>
L4	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>some variety in length, structure or subject of sentences</li> <li>use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text</li> <li>some variation, generally accurate, in tense and verb forms</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>sentences demarcated accurately throughout the text, including question marks</li> <li>speech marks to denote direct 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>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>ideas are 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 signaled</li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>paragraphs/sections help to organize content, e.g. <i>main idea usually supported or elaborated by following sentences</i></li> <li>within paragraphs / sections, limited range of connectives between sentences, e.g. <i>over-use of 'also' or pronouns</i></li> <li>some attempts to establish simple links between paragraphs / sections not always maintained, e.g. <i>firstly, next</i></li> </ul>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>relevant ideas and content chosen</li> <li>some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i></li> <li>straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i></li> </ul>	<p><b>Across a range of writing</b></p> <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>	<p><b>Across a range of writing</b></p> <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>	<p><b>Across a range of writing</b></p> <ul style="list-style-type: none"> <li>correct spelling of                             <ul style="list-style-type: none"> <li>most common grammatical function words, including adverbs with <i>-ly</i> formation</li> <li>regularly formed content/lexical words, including those with multiple morphemes</li> <li>most past and present tense inflections, plurals</li> </ul> </li> <li><i>likely errors:</i> <ul style="list-style-type: none"> <li>homophones of some common grammatical function words,</li> <li>occasional phonetically plausible spelling in content/lexical words,</li> </ul> </li> </ul>
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
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