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| **Year 8 Assessment Criteria** |
| **Outcomes** | **Reading** | **Writing** | **SPAG** |
| **Emerging** | * able to read with fluency, understanding and expression
* simple, most obvious points identified
* some comments include quotations from or references to text
* some straightforward explanations of ideas in the text
* a few basic features of structure identified
* a few basic features of language identified
* explanations identify main purpose and express personal response
* some simple connections between texts are identified
* some features of the context of texts are recognised
 | * some attempt to organise ideas with related points placed next to each other
* clear openings and endings
* some links between sentences within paragraphs or sections
* some appropriate ideas and content included
* some attempt to develop basic information or events
* some awareness of purpose when writing
* some attempts to interest the reader
* simple, generally appropriate vocabulary used with some words selected for effect
 | * simply structured sentences, some variation with support; basic and some more complex connectives used
* straightforward sentences used accurately with full stops, capital letters, question and exclamation marks; some use of speech marks
* some correct spelling of common words
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| **Developing** | * main purpose of the text is identified
* simple points made show some awareness of writer’s viewpoint
* some relevant points identified and supported by some generally appropriate quotations from different parts of the text
* explanations make some inferences about the quotations chosen
* some basic structural choices identified with simple comment
* some basic features of language identified with simple comments on writer’s choices
* simple explanation of the overall effect of the text on the reader
* simple comment on the effect that the context has on the meaning of texts
 | * ideas are organised simply and logically (e.g. by time) with an appropriate opening and ending
* paragraphs or sections help to organise content
* some attempts to establish simple links between paragraphs or sections not always maintained
* some connections made between sentences using basic connectives; relevant ideas chosen and developed in some detail
* main purpose of writing is clear but not always maintained
* usually appropriate style though not always aware of the reader
* some evidence of deliberate vocabulary choices linked to the topic
 | * some variety in length and sentence structure
* simple punctuation used is generally accurate
* mostly correct spelling of common and regular words. Some likely errors of more complicated and irregular spellings
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| **Secure** | * main purpose clearly identified
* the writer’s viewpoint in texts clearly identified, with some limited explanation
* most relevant points clearly identified, including those selected from different places in the text
* points made are generally supported by relevant quotations
* developed explanations make some inferences about the quotations chosen
* more developed comments on structural choices
* various features of language identified with some explanation of the effect on the reader
* some explanation of the overall effect on the reader
* comments on the effect that the context has on the meaning of texts
 | * writing is structured clearly, with sentences organised into appropriate paragraphs
* paragraphs are developed and links are made between paragraphs to help achieve the purpose of the text
* wider range of connectives used
* relevant ideas developed with some imaginative detail
* main purpose of writing is clear throughout the text
* writing maintains the reader’s interest throughout
* vocabulary chosen for effect and reasonably wide vocabulary used, though not always appropriately
 | * a variety of sentence lengths and sentence structure used for effect
* punctuation used is generally accurate; more complicated punctuation is attempted but not always accurate
* correct spelling of most common words with some likely errors in more challenging words
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| **Advanced**  | * relevant points clearly identified and the ability to summarise the main ideas
* comparison of similarities and differences within or between texts
* appropriate quotations selected carefully to support main ideas or argument
* explanations identify different layers of meaning, with some attempt at detailed exploration
* some detailed exploration of structural choices
* some detailed explanation, with appropriate terminology, of how language is used to create a particular effect
* comments consider wider significance the text
 | * material is clearly controlled and sequenced, taking account of the reader’s likely reaction
* a range of features clearly signal overall direction of the text for the reader
* construction of paragraphs clearly supports meaning and purpose
* within paragraphs, cohesive devices contribute to emphasis and effect
* convincing, individual voice established and mostly sustained throughout
* level or formality used for purpose and audience generally appropriate and a range of devices used to achieve effect
* range of vocabulary is varied and often ambitious and appropriate to purpose and audience
 | * controlled use of a variety of sentence types and lengths for effect
* full range of punctuation used consistently and accurately in a variety of sentence structures, with occasional errors in ambitious structures
* generally correct spelling with some occasional errors of complex words.
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|  **Excelling** | * precise selection of quotations to support the point being made
* increasing ability to draw on knowledge of other sources to develop an argument
* comments begin to develop an interpretation of the text through comparison within or between texts
* some analysis and evaluation of the structural choices used for effect
* comments begin to develop precise, perceptive analysis of how language is used for specific effect
* responses begin to develop some analytical and evaluative comment
 | * information, ideas and events skilfully managed and shaped to achieve intended purpose and effect
* individual paragraphs shaped or crafted for effect
* well-judged, distinctive individual voice established and sustained throughout
* generally successful and consistent control of appropriate level of formality and varied range of devices to achieve intended effect
* range of vocabulary generally varied and ambitious and often imaginative
 | * variety of sentence types and lengths crafted throughout the text to achieve the purpose and overall effect
* full range of punctuation used consistently and accurately in a variety of sentence structures
* correct spelling throughout
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