

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		A2/B1/C1	B2/C2	
Level 4	<ul style="list-style-type: none"> <li>Describes topics of learning</li> <li>Elaborates details of what has been learned within topics</li> <li>Provides details about the extent of learning</li> <li>Describes learning activities, processes and tasks in detail</li> <li>Describes learning resources</li> <li>Names specific topics and content for desired future learning with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of report conventions of impersonal description and style</li> <li>Personal voice used appropriately when required</li> </ul>	<ul style="list-style-type: none"> <li>Depersonalised heading for report e.g. <i>My recent learning at school</i></li> <li>Sentences grouped in cohesive paragraphs using topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Largely successful use of a range of different sentence structures, including simple, complex and compound sentences</li> <li>Successful use of listing sentences</li> <li>Wide range of tenses used including simple present, simple past, 'going to' future</li> <li>Generally accurate use of relevant tenses</li> <li>A variety of adjectives and adverbs to elaborate and add precision</li> </ul>	<ul style="list-style-type: none"> <li>Use of appropriate subject and topic vocabulary</li> <li>Vocabulary for learning skills and processes</li> <li>Appropriate use of both personal and impersonal pronouns</li> <li>Frequent use of adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate capitalisation and punctuation</li> <li>Few spelling errors</li> <li>Very clear legible script</li> </ul>	<ul style="list-style-type: none"> <li>Independent construction of the text</li> <li>Checking and revision of draft while writing or after drafting</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Names topics of learning</li> <li>Provides details of learning within learning topics</li> <li>Comments on the extent of learning</li> <li>Describes specific learning activities, possibly describing resources</li> <li>Identifies topic of future learning with some indication of specific content</li> </ul>	<ul style="list-style-type: none"> <li>General use of report conventions of impersonal description and style</li> <li>Some appropriate use of personal reporting</li> </ul>	<ul style="list-style-type: none"> <li>Heading for report with personal style e.g. <i>What I Learned at school</i></li> <li>Sentences grouped in paragraphs, but sometimes lacking cohesive elements such as topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use a variety of sentence structures, not always successfully</li> <li>Attempts to list topics, but not necessarily successfully</li> <li>Uses a variety of tenses, but with errors of use e.g. using the wrong tense, or formation e.g. <i>writed</i></li> <li>Uses some adverbs and adjectives to elaborate and add emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate use of subject and topic vocabulary with some everyday words</li> <li>Some use of appropriate vocabulary for learning resources and processes</li> <li>Some use of adjectives and adverbs</li> <li>General use of impersonal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate capitalisation and punctuation</li> <li>Mostly accurate spelling</li> <li>Clear and legible script</li> </ul>	<ul style="list-style-type: none"> <li>Mainly independent construction of the text</li> <li>May self-correct and experiment with spelling of some words while writing</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Names topics and general content of learning</li> <li>Provides some details about what was learned</li> <li>Provides general comment about extent of learning</li> <li>Names some general learning activities</li> <li>Names a topic of interest for future learning</li> </ul>	<ul style="list-style-type: none"> <li>Personal recount with few elements of impersonal style</li> </ul>	<ul style="list-style-type: none"> <li>Heading for report with personal connection e.g. <i>what I learned with Ms R...</i></li> <li>Sentences grouped together to show connection, but few cohesive elements such as topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses present and past tenses, but with errors of use (the wrong tense used) and formation e.g. <i>writ, learn'd</i></li> <li>May use some complex verb phrases e.g. <i>it helped me to learn</i></li> <li>Attempts different sentence structures for different parts of the report</li> </ul>	<ul style="list-style-type: none"> <li>Use of some topic specific vocabulary</li> <li>Little use of impersonal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters and full stops to mark sentences</li> <li>Uses identifiable letters and writing</li> <li>Word boundaries clearly marked</li> <li>Recognisable spelling for high frequency words</li> <li>Attempted phonetic spelling for some unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Use of prompt is evident in structure of the text</li> <li>Draws on some familiar sentence structures to compose text</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Names topic and provides brief statements about some details learned</li> <li>Limited description of learning activities</li> <li>Broad statement of topic of interest for future learning</li> </ul>	<ul style="list-style-type: none"> <li>Writing is a personal record or account</li> </ul>	<ul style="list-style-type: none"> <li>No heading</li> <li>Sequence of single sentences with a new line for each</li> </ul>	<ul style="list-style-type: none"> <li>Sentences follow a limited number of simple and repetitive structures e.g. <i>I have learned..., At school I do...</i></li> <li>Simple present tense used in most sentences, without past tense marking of completed learning activities</li> <li>May use formulaic patterns in response to prompts in writing task e.g. <i>I would like to learn ..</i> in response to prompt <i>What would you like to learn?</i></li> </ul>	<ul style="list-style-type: none"> <li>Some everyday vocabulary</li> <li>Some topic vocabulary</li> <li>Personal pronouns used</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly identifiable letters</li> <li>Attempts capitalization, but not always full stops</li> <li>No paragraph layout</li> <li>Largely phonetic</li> <li>Word boundaries not always evident</li> </ul>	<ul style="list-style-type: none"> <li>Depends on more experienced person (teacher, or aide) for guidance and support</li> <li>Draws on a known or familiar structure to produce text</li> <li>Uses prompt sheet to aid construction of final text</li> </ul>			