

| Levels of achievement | Communication | Cultural conventions | Linguistic structures and features | | | | Strategies | EAL curriculum levels | | |
|-----------------------|---|--|--|---|---|--|--|-----------------------|----|----------|
| | | | Text structure | Grammatical features | Vocabulary | Writing conventions | | B2 | B3 | C2 C3 C4 |
| Level 4 | <ul style="list-style-type: none"> The response shows a clear understanding of the requirements of the task, relevant information balanced and in appropriate detail Length of the text fits the extended short answer format, with information balanced and most important points included A fluent response with meaning consistently clear Logical sequence of ideas Response shows engagement with the ideas and original style of writing | <ul style="list-style-type: none"> Most requirements of the text type met, with a clear structure and appropriate explanation All stages of the process clearly apparent Varied sentence beginnings | <ul style="list-style-type: none"> Writing shows consistent control of text structure elements Clear temporal links between stages Shows cause/effect relations between stages Cohesive explanation Concluding statement indicating continuation of the cycle | <ul style="list-style-type: none"> Complex cause/effect statements If/when explanatory statements Defining water cycle terminology Simple, compound and complex sentences Consistent subject-verb agreement Extended noun groups Impersonal third person, Control of active and passive voice Grammatical errors are rare | <ul style="list-style-type: none"> Topic specific and technical vocab Consistent pronoun reference Use of range verbs describing process Manipulation of different verb forms Consistent timeless present tense Time sequence words | <ul style="list-style-type: none"> Accurate spelling of high frequency words Accurate use of punctuation Appropriate sentences Appropriate paragraphs | <ul style="list-style-type: none"> Flexible use of framework to plan, elaborate on and communicate own ideas Little or no use of teacher support to complete writing Uses word attack skills for spelling Independent use of references to extend vocabulary range in writing Use self, peer and teacher feedback to improve writing Plan writing before beginning Self-correct, insert missing words, add additional, clarifying information | | | |
| Level 3 | <ul style="list-style-type: none"> Text is accessible and fluent Meaning mostly clear Identifiable sequence of ideas, with most stages of the process clearly described Relevant information, some additional information and original ideas | <ul style="list-style-type: none"> Title identifying the water cycle Explanation register Main ideas supported by clarifying statements Conclusion that sums up, and rounds off the text | <ul style="list-style-type: none"> Writing shows varying control of key text structure elements Indicates temporal links and cause/effect relations between stages | <ul style="list-style-type: none"> Cause/effect statements If/when explanatory statements Describing of water cycle terminology Simple and compound sentences Mostly consistent subject-verb agreement Relative clauses Impersonal third person Use of active and passive voice Occasional grammatical errors | <ul style="list-style-type: none"> Uses some topic-specific and technical vocab Variable pronoun reference Use of a set of verbs describing process Consistent timeless present tense Time sequence words Occasional missing articles | <ul style="list-style-type: none"> Generally accurate spelling of high frequency words Consistent basic punctuation Consistent sentence structures Consistent paragraph structures | <ul style="list-style-type: none"> Uses text framework to plan and communicate own ideas Attempted spelling of challenging words Independent use of dictionaries to check spelling Use peer and teacher feedback to improve writing Clarify the task before beginning | | | |
| Level 2 | <ul style="list-style-type: none"> Basic text that shows an understanding of the task, and of the concepts involved The process is generally logically explained, but with little additional information or elaboration Simple factual statements and explanations Meaning sometimes unclear Relevant information | <ul style="list-style-type: none"> Appropriate text type, showing some key structural elements Title identifying the water cycle Clear but simply expressed introductory topic sentences and summing up statement Explanation -like register Some stages of the text structure clear, beginning and end Generally logical sequence | <ul style="list-style-type: none"> Writing shows some control of key text structure elements Opening statement about the water cycle Some temporal links and cause/effect relations between stages | <ul style="list-style-type: none"> Simple factual statements and explanations Simple SVO sentences Use of present tense Formulaic, repetitive sentences, Run-on sentences Third person pronouns Missing articles Variable article use, e.g. a water Variable subject-verb agreement Use of active voice only Some grammatical errors | <ul style="list-style-type: none"> Relevant topic vocab Use of process verbs Some time-sequence words | <ul style="list-style-type: none"> Correct letter forms Phonetic spelling Consistent correct upper and lower case Variable correct use of punctuation Variable sentence formation Variable paragraph structures | <ul style="list-style-type: none"> Use text model/framework to plan and scaffold writing Use teacher support to complete writing Use set sentence starters Use I1 sentence patterns Use print environment to spell familiar words Phonetic or assisted spelling of unfamiliar words Assisted use of dictionary to check spelling Use teacher feedback to improve writing | | | |
| Level 1 | <ul style="list-style-type: none"> May not fully understand the task Description rather than explanation register Response may not be appropriate to the task requirement Short text Steps of the process are missing, Meaning often unclear, ideas uneven Some relevant information The implementation of the task leaves it unclear as to whether the student understands the concepts | <ul style="list-style-type: none"> Response may not include key elements of the text type May produce a report or a description rather than an explanation Text may not be adequately structured to provide a clear, logical explanation Limited ability to self-correct | <ul style="list-style-type: none"> Writing shows little or no control of text structure elements Simple labelling of water cycle Simple description Short text | <ul style="list-style-type: none"> Reflects oral speech The text is one run-on sentences Inconsistent SVO pattern Inconsistent subject-verb agreement Some use of present tense Missing articles Some pronoun reference Frequent grammatical errors | <ul style="list-style-type: none"> Limited topic vocab Limited use of process verbs Repeated time-sequence words | <ul style="list-style-type: none"> Variable correct use of upper and lower case, upper case letters may be used instead of lower case Little or no correct punctuation Text may not be placed appropriately on the page Identifiable sentences | <ul style="list-style-type: none"> Use text model/ framework to plan scaffold writing Rely teacher support to complete writing Use I1 words Attempt phonetic spelling for unknown words Rely on topic specific vocabulary supplied, look up words to check spelling, ask a teacher for a word in English Self-correct on rereading | | | |

