

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

