

## Assessment Focuses for English (Writing)

	<b>AF1 – write imaginative, interesting and thoughtful texts</b>	<b>AF2 – produce texts which are appropriate to task, reader and purpose</b>	<b>AF3 – organise and present whole texts effectively, sequenc- ing and structuring information, ideas &amp; events</b>	<b>AF4 – construct paragraphs and use cohesion within and between paragraphs</b>	<b>AF5 – vary sentences for clarity, purpose and effect</b>	<b>AF6 – Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</b>	<b>AF7 – select appropriate and effective vocabulary</b>	<b>AF8 – use correct spelling</b>
<b>8</b>	- The student can use all sorts of different writing styles to handle different things I need to write. The student can show my own special way of writing that fits how I want to say things and how I want people to feel when they read it.		- The student can use imagination to organise what they're writing about in a good way. They make sure paragraphs flow well and make sense, so that the reader can understand what they are trying to say.	- The student can use different and creative ways of making sentences that are clear, exact, and correct. They choose the way they write based on what they want to achieve and how they want the reader to feel.	- The student uses a lot of different words in creative and accurate ways.		- The student's spelling is always correct.	- The student can use all sorts of writing styles to handle different things they need to write. The student can show their own special way of writing that fits with want to say things and how they want people to feel when they read it.
<b>7</b>	- The student can use their imagination to adapt different writing styles and rules to fit different purposes and readers. Sometimes, they might even mention other writings or rules on purpose to make a point or make things stand out. - The student can create my own unique way of writing that stays the same all the way through. For example, when they are telling a story, the way the person telling the story talks can be the same throughout. Or, in formal writing, the student comes up with their own interesting ways of saying things. - The student can control how formal or casual their writing is and can use different ways of writing to make the reader feel certain things. For example, they can change how they're talking in the middle of their writing to get a certain effect. The student can also talk directly to the reader or share secrets with them to make things interesting.	- The student is good at organising information, ideas and events in a way that makes sense and gets the point across. For example, when they are telling a story, they introduce character and plot events at the right times to keep the story interesting. - The student uses different tricks to make sure the reader knows what's going on. Sometimes they give out information slowly, or they make it clear how they're telling the story or making an argument.	- The way the student breaks up paragraphs helps the story or argument make sense. They change the length and complexity of paragraphs to match how fast the story is moving or how the argument is developing. They also use different tricks to connect paragraphs or put them side by side when it makes sense. Sometimes, they use the same paragraph structure again and again to make a point. - The student makes individual paragraphs special to add a creative or persuasive touch. Like, they might end a paragraph the same way they started it or could use a really long sentence to show what a character is thinking.	- The student uses different types of sentences in a careful way throughout their writing to achieve the effect they want, and they rarely lose control over this. - The student uses various techniques to create sentences that are strong on their own and also help the whole piece of writing. For instance, they include phrases and clauses that add extra information in a short way. They're good at using complex verb forms correctly, and sometimes play with sentence structures by using contrasting ideas, repeating words, or creating balance.		- The student uses words that fit well with what they're trying to say and who they're talking to. They often come up with interesting ways to express themselves. - The student uses a wide variety of words and chooses them carefully. Their vocabulary is often impressive and shows that they're careful in their choices.	- The student doesn't make many spelling mistakes. The words are almost always spelled correctly.	
<b>6</b>	- The student can use my imagination to work with the right materials, and they know about different writing styles. Sometimes, they change them a bit to fit what they're writing for and who will read it. But it doesn't always work perfectly. For example, they might use the wrong way of talking on purpose to be funny or might focus too much on telling the story instead of moving the plot forward. - The student can create a believable way of writing that stays fairly consistent all the way through. It could be like speaking as an expert, making characters seem real, or pretending to be someone else. - I use the right level of formality for the situation and audience, and I use different writing tricks to make things more interesting. But sometimes, it doesn't work perfectly. I might mix casual talk with more serious writing or switch between normal talk and fancier words.	- The student arranges things in a clear order while thinking about how readers will react. For instance, they use paragraphs of different lengths or sometimes go back in time in stories to keep the reader interested. They also try to answer questions the reader might have before they even ask. - The student uses various techniques to show readers where the writing is going. They start with opening paragraphs that clearly introduce the main topics. They also use special markers for paragraphs and create links between them.	- The student makes sure paragraphs are built in a way that supports what they're trying to say. They start with a main idea in a paragraph and then expand on it. Sometimes, they hold back information to make the writing more interesting. There are connections between paragraphs that help the reader follow the themes. - Inside paragraphs, the student uses words that help the sentences stick together. For example, they might use certain words to start sentences that add emphasis or set the tone.	- The student uses a mix of simple and more complex sentences carefully to achieve what they want and make the writing effective as a whole. - The student is confident in using different sentence techniques that help make the meaning clear or add emphasis. For example, they use phrases that start sentences to give more details ("Reluctantly, he..." or "Five days later, it..."), and include complicated noun or prepositional phrases.	- The student's sentence structure and punctuation are mostly correct, and they use a variety of sentence types. However, in more ambitious structures, there might be occasional errors. For instance, they sometimes connect sentences with commas incorrectly or use semi-colons, though not always perfectly.	- The student usually picks words that match what they're writing about and who they're writing for. - The student uses a mix of words, and sometimes they choose ones that are quite advanced, even if they don't always fit perfectly.	- The student's spelling is generally correct everywhere, and they use some challenging words. - The student is good at words that sound tricky or look complex. - The student handles words with short and weak sounds well. The student can handle longer vowels and consonants. - The student might make mistakes sometimes, especially in complex words like "outrageous," "exaggerated," "announcing," and "parallel."	

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<b>5</b>	<ul style="list-style-type: none"> <li>- The student picks ideas and information from the text and adds some creative details to them.</li> <li>- The student shapes their ideas and information from the text to fit the way they're writing. For example, they might make things shorter using fancy words.</li> <li>- The student makes their point of view clear and mostly keep it the same. Sometimes they make it stronger with more details, like giving a character in their story a stronger personality.</li> </ul>	<ul style="list-style-type: none"> <li>- The student always knows why they're writing something, and they keep that reason clear all the way through.</li> <li>- The student makes sure the way they're writing follows the rules of the chosen type of writing, but they also change things a bit to fit what they want to say.</li> <li>- The student uses a way of writing that's interesting to the reader from start to finish.</li> </ul>	<ul style="list-style-type: none"> <li>- The student out their ideas together in a clear way, using the right number of sentences in each paragraph.</li> <li>- The student makes sure their writing flows well from beginning to end, like making the end connect back to the start.</li> <li>- The student uses clear connections between paragraphs to show where the writing is going.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses paragraphs to help the main ideas stand out and support what they're trying to say. They might arrange things in order of time or logic to make it easier to understand.</li> <li>- Inside paragraphs or sections, they use different tricks to make sure everything fits together. They use words like "he," "she," or "it" to keep things connected, and they use words that link sentences to the ones before.</li> <li>- The links between paragraphs or sections usually stay strong throughout the piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses different lengths and types of sentences, as well as different subjects, to make things clear and add emphasis.</li> <li>- The student uses a wider variety of words to connect ideas, like "although," "on the other hand," and "meanwhile," to show how things are related.</li> <li>- The student uses certain sentence features to add more detail or show subtle differences in meaning, like changing the order of words or making verb phrases more detailed.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses all punctuation correctly to separate sentences, even when writing dialogue.</li> <li>- Most of the time, both sentence structure and punctuation within sentences are accurate, including using commas to mark clauses. However, there could be some mistakes when the student tries more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>- The student picks words to make an impact.</li> <li>- They use a good variety of words, although they might not always fit perfectly.</li> </ul>	<ul style="list-style-type: none"> <li>- The student spells everyday words correctly, like words that show how sentences work or words that change with tenses.</li> <li>- The student gets the endings right on most words that change (like adding -ing or -ed).</li> <li>- They handle the extra parts added to words correctly (like -er or -ing).</li> <li>- The student gets most of the important words right.</li> <li>- They might make a mistakes, like spelling the weak parts of words by sound, or using double letters when they shouldn't.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- The student picks ideas and details that make sense for what they're writing about.</li> <li>- They add more details to some of my ideas, like using extra words to describe stuff in more detail.</li> <li>- The student writes in a way that's easy to understand and keeps their way of thinking the same throughout. For example, if they're pretending to be someone else or keeping my opinion steady.</li> </ul>	<ul style="list-style-type: none"> <li>- The student knows why they're writing, but sometimes they don't always keep talking about that same thing all the time.</li> <li>- The student makes sure the important parts of the type of writing they're using are easy to see and fit what they're trying to say.</li> <li>- The student writes in a way that works for what they're doing, but they might not always remember the audience.</li> </ul>	<ul style="list-style-type: none"> <li>- The student groups similar ideas together or put them in order of time.</li> <li>- The student organises ideas in a simple way, starting and ending in a way that fits, sometimes making connections.</li> <li>- The student's ideas usually follow a logical order, but sometimes the overall direction of writing isn't clear.</li> </ul>	<ul style="list-style-type: none"> <li>- The student's paragraphs or sections help keep their writing organised. Usually, the main idea is explained more in the sentences that come after.</li> <li>- Inside paragraphs or sections, they connect sentences in a simple way, like using "also" or pronouns.</li> <li>- The student tries to link paragraphs or sections with simple words like "firstly" or "next," but sometimes they don't keep these connections going all the time.</li> </ul>	<ul style="list-style-type: none"> <li>- The student mixes up my sentences with some differences in how long they are, their structure, or what they talk about.</li> <li>- The student uses certain words like "if," "when," or "because" to connect ideas together throughout their writing.</li> <li>- They change the tense of my verbs and how they're formed sometimes, and mostly get it right.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses punctuation correctly to separate sentences, including question marks.</li> <li>- They mostly use quotation marks accurately when someone is speaking, and manage other types of speech punctuation decently.</li> <li>- The student uses commas to separate items in lists and sometimes to separate parts of a sentence, though they don't always get it perfect.</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes, the student picks words on purpose for a specific reason.</li> <li>- They use some new words that fit the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- The student spells common words right, like words that show how sentences work, and get adverbs ending in -ly right.</li> <li>- The student spells most words correctly that people use a lot, even if they have more than one part.</li> <li>- They handle past and present tense words well, and can make things plural.</li> <li>- The student might make mistakes with words that sound the same but mean different things, and spell tricky parts of words by how they sound.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- The student puts in a few ideas and details that make sense.</li> <li>- The student tries to add more details to the basic information they're talking about. The student can use simple words to say more about things.</li> <li>- They try to see things from a certain point of view, but sometimes don't keep that way of thinking going, or they change it a lot. For example, they might say how they feel, but not explain it much.</li> </ul>	<ul style="list-style-type: none"> <li>- The student shows what they want to talk about in a basic way.</li> <li>- They try to let you know the important things about the type of writing they're using.</li> <li>- The student tries to write in a way that fits the situation and the reader, paying attention to what makes sense for them.</li> </ul>	<ul style="list-style-type: none"> <li>- The student tries to group similar ideas together, putting them next to each other.</li> <li>- They usually start and end writing in a way that makes sense.</li> <li>- They try to arrange ideas or information in a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>- Inside different parts of their writing, there's some structure. This could mean having really short paragraphs or loosely organising ideas.</li> <li>- Within paragraphs or sections, the student connects sentences with things like pronouns or adverbs.</li> <li>- Sometimes, moving from one paragraph or section to another might feel a bit sudden or not very smooth.</li> </ul>	<ul style="list-style-type: none"> <li>- The student mostly uses simple sentences, but sometimes adds some complexity with a few complex sentences.</li> <li>- The student uses words like "and," "but," and "so" often to connect ideas, and sometimes use more complex connections.</li> <li>- They change how verbs are formed and their tense a bit, but it's not always consistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple sentences are clearly marked with full stops, capital letters, and question or exclamation marks when needed.</li> <li>- The student uses some speech punctuation, but not as much as they should.</li> <li>- They tend to incorrectly join sentences with commas, especially in storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses simple words that make sense, even if they don't use a lot of different ones.</li> <li>- Sometimes, they choose words to have a certain effect or for a special reason.</li> </ul>	<ul style="list-style-type: none"> <li>- The student spells common words right, like words that show how sentences work.</li> <li>- They get most common words with more than one part right, even ones that are made by joining two words.</li> <li>- The student might make mistakes with word endings that show things like the past tense or comparisons and can spell tricky words by how they sound.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- The student mostly talks about things that make sense, but sometimes they say the same stuff again or don't have enough to say.</li> <li>- They use some good words that make writing more interesting.</li> <li>- They add short comments or ask questions about what's happening to show how they feel or what they're thinking.</li> </ul>	<ul style="list-style-type: none"> <li>- The student says what they're trying to do in a simple way, like talking about the main parts of a story or a report.</li> <li>- They use some of the right things for the type of writing they're doing.</li> <li>- They try to write in a way that makes sense for what they're talking about.</li> </ul>	<ul style="list-style-type: none"> <li>- The student puts ideas or information in a basic order, using words like "first," "next," or even using numbers, headings, or line breaks to show this.</li> <li>- Sometimes, they show where they're starting or ending a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>- The student groups ideas into sections based on what they're about. Sometimes, they connect these sections using simple pronouns like "it" or "they."</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes, the student starts sentences in different ways, not always with a name or pronoun.</li> <li>- The student usually uses simple sentences and connects some of them using the word "and."</li> <li>- They usually keep my verb tenses, like past and present, the same.</li> </ul>	<ul style="list-style-type: none"> <li>- The student mostly gets the way they put clauses together right.</li> <li>- They usually start sentences with capital letters and end them with full stops.</li> <li>- The student uses questions and exclamation marks correctly sometimes, and also use commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>- The student uses simple words that sound like talking to share what they mean.</li> <li>- Sometimes, they try out new and interesting words, like using "opportune" at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>- The student usually spells words right that people use a lot, like words that show how sentences work.</li> <li>- They get common words with only one part correct and can handle things like the past tense or plurals.</li> <li>- They might make mistakes with word endings or try to spell the way words sound when they have two vowels together.</li> </ul>