

# ENGLISH LANGUAGE ASSESSMENT FRAMEWORK

Assessment Grade		Key Knowledge and Skills
9	a	<b>Reading: <i>students can...</i></b> Summarise and critically evaluate with developed and perceptive understanding. Understand and respond with imagination to explicit and implicit meanings and viewpoints.
	b	Analyse and critically evaluate, with insight, a range of detailed aspects of language, grammar and structure. Substantiate their understanding and opinions with judiciously selected references to texts and contexts, informed by their wider reading. Synthesise a range of convincing and apt links and comparisons within and between texts. Select the most appropriate subject terminology and use a range of sophisticated terms accurately.
	c	<b>Writing: <i>students can...</i></b> Communicate in a convincing and compelling manner. Produce sophisticated, authentic, and seamlessly-structured texts. Inventively, use a wide range of well-selected sentence types and structures and extensive vocabulary to enhance impact. Spell, punctuate and use grammar accurately so that writing is error-free.
	d	
8	a	<b>Reading: <i>students can...</i></b> Summarise and critically evaluate with detailed and perceptive understanding. Understand and respond with insight to explicit and implicit meanings and viewpoints. Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure. Substantiate their understanding and opinions with illuminating references to texts and contexts, informed by their wider reading. Make convincing and apt links and comparisons within and between texts. Select the most appropriate subject terminology and use a range of terms accurately.
	b	
	c	<b>Writing: <i>students can...</i></b> Communicate with impact and influence. Produce ambitious, accomplished and effectively-structured texts. Use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact. Spell, punctuate and use grammar accurately so that writing is virtually error-free.
	d	
7	a	<b>Reading: <i>students can...</i></b> Summarise and critically evaluate with detailed and thoughtful understanding. Understand and respond confidently to explicit and implicit meanings and viewpoints. Analyse and critically evaluate detailed aspects of language, grammar and structure. Substantiate their understanding and opinions with a range of apt references to texts, informed by their wider reading. Make convincing links and comparisons within and between texts. Select the most appropriate subject terminology and use it accurately.
	b	
	c	<b>Writing: <i>students can...</i></b> Communicate confidently, crafting content to sustain the reader's interest. Produce accomplished and effectively structured texts. Use a range of well-selected sentence types and structures and precise vocabulary to enhance impact. Spell, punctuate and use grammar accurately so that writing is virtually error-free.
	d	
6	a	<b>Reading: <i>students can...</i></b> Summarise and evaluate with accurate and detailed understanding. Understand and respond in detail to explicit and implicit meanings and viewpoints. Analyse and evaluate a range of relevant aspects of language, grammar and structure. Support their understanding and opinions with a range of apt references to texts, informed by their wider reading. Make convincing links and comparisons between texts. Use a range of subject terminology accurately and confidently.
	b	
	c	<b>Writing: <i>students can...</i></b> Communicate confidently, sustaining the reader's interest. Produce confident and effectively structured texts. Use well-selected sentence types and structures and vocabulary to enhance impact. Spell, punctuate and use grammar accurately with occasional errors in complex constructions.
	d	
5	a	<b>Reading: <i>students can...</i></b> Summarise and evaluate with accuracy and clear understanding. Understand and make valid

	b	responses to explicit and implicit meanings and viewpoints. Analyse and evaluate relevant aspects of language, grammar and structure. Support their understanding and opinions with apt references to texts, informed by their wider reading. Make credible links and comparisons between texts Use a range of subject terminology accurately.
	c	<b>Writing: students can...</b>
	d	Communicate effectively, sustaining the reader's interest. Produce coherent, well-structured and purposeful texts. Vary sentence types and structures and use vocabulary appropriate to purpose and effect. Spell, punctuate and use grammar accurately with occasional errors.
<b>4</b>	a	<b>Reading: students can...</b> Summarise and analyse with accuracy and clear understanding. Understand and make some valid responses to explicit and implicit meanings and viewpoints. Comment on and analyse the effects of language, grammar and structure. Support their comments and opinions with a range of precise references. Make sensible links and comparisons between texts. Use simple subject terminology consistently accurately.
	b	
	c	<b>Writing: students can...</b>
	d	Communicate with success and begin to sustain the reader's interest. Produce texts with secure structures and an awareness of purpose. Show some control and variety in sentence types and structures and use vocabulary appropriate to purpose and effect. Spell, punctuate and use grammar with consistent accuracy.
<b>3</b>	a	<b>Reading: students can...</b> Describe and summarise with accuracy and understanding. Make some valid responses to explicit and implicit meanings and viewpoints. Make a range of relevant comments about language, grammar and structure. Support their comments and opinions with precise references. Make sensible links between texts. Make sound and generally accurate mentions of simple subject terminology.
	b	
	c	<b>Writing: students can...</b>
	d	Communicate with some success and with a consistent level of clarity for the reader. Produce texts with basic structures and an awareness of purpose. Show some control over sentence types and structures and use vocabulary to some effect. Spell, punctuate and use grammar with some accuracy.
<b>2</b>	a	<b>Reading: students can...</b> Describe and summarise with some accuracy and understanding. Respond in a straightforward way to most explicit information and viewpoints. Make some relevant comments about language, grammar and structure. Support their comments and opinions with some general references. Make straightforward links between texts. Make simple and generally accurate mentions of limited subject terminology.
	b	
	c	<b>Writing: students can...</b>
	d	Communicate simply with some clarity for the reader. Produce texts with basic structures and some awareness of purpose. Show some control over sentence types and structures and use familiar vocabulary to some effect. Spell, punctuate and use grammar with limited accuracy.
<b>1</b>	a	<b>Reading: students can...</b> Repeat or paraphrase with some accuracy. Respond in a simple way to some explicit information and/or viewpoints. Make simple/brief comments about language, grammar and structure. Offer simple and/or isolated use of supporting references. Make limited connections between texts. Make simple mentions of limited subject terminology, though not always accurately.
	b	
	c	<b>Writing: students can...</b>
	d	Communicate simply with limited clarity for the reader. Produce texts with limited or no evidence of structural features. Show little control over sentence types and structures and use high frequency vocabulary. Spell, punctuate and use grammar with little accuracy.
<b>S</b>	a	<b>Reading: students may...</b> Fail to respond to the task. Fail to respond to explicit information or only respond to the most obvious points. Fail to make any comments about language, grammar and structure. Fail to use any supporting references. Fail to make connections between texts or make incorrect links. Make little to no mention of subject terminology.
	b	
	c	<b>Writing: students may...</b>

	d	Fail to communicate anything meaningful. Produce one or two unlinked ideas. Fail to show control over sentence types and structures and use basic vocabulary. Spell, punctuate and use grammar incorrectly.
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