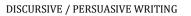
## BGE Staff Assessment Sheet





	Level 2	
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul> <li>May rely on more than a basic level of support from the teacher.</li> <li>There may be a lack of supporting detail in and linking sentences between most paragraphs.</li> </ul>	<ul> <li>With support, can demonstrate a line of thought / argument and an attempt is made to use language to influence or persuade a reader.</li> <li>With support, there is an attempt to use basic linking sentences between paragraphs.</li> <li>There will be several examples of basic supporting detail to supplement points made.</li> <li>With support, researches topic, makes own basic notes using a limited number of sources and will provide a bibliography.</li> <li>Tone and vocabulary are appropriate to purpose.</li> <li>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</li> </ul>	Is able to work on the task, in the main, independently. There will be links between most paragraphs and supporting detail in most paragraphs.
	Level 3	
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul> <li>May ask for more than basic support on one or two occasions.</li> <li>Might research using only a limited range of sources.</li> <li>There may not be supporting detail in all paragraphs / links between paragraphs.</li> </ul>	<ul> <li>A line of thought / argument is evident and own opinion can be justified using language to influence or persuade a reader.</li> <li>There is an attempt to use linking sentences between most paragraphs.</li> <li>There will be several examples of relevant supporting detail to supplement the majority of points made.</li> <li>Independently researches topic and makes own notes using several different sources and will provide a bibliography.</li> <li>Tone and vocabulary are appropriate to purpose.</li> <li>Is making an attempt to extend vocabulary and maintain an appropriate tone.</li> <li>Is consciously trying to use, but not always accurately, a limited range of more complex punctuation (such as lists, repetition and minor sentences) to communicate meaning.</li> <li>The conclusion sums up the line of thought.</li> <li>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</li> </ul>	<ul> <li>Will be able to work independently on the task.</li> <li>Might be starting to use one or two examples of more complex punctuation correctly.</li> <li>They will consult a wide range of sources when undertaking research.</li> </ul>
Indicators of SOMEONE DEVELOPING at this level:	Level 4 Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
Will be trying to use some more complex punctuation but doesn't always get it right.     Some aspects of the writing may not be just quite as convincing at times.	<ul> <li>A clear line of thought / argument is evident and own opinion can be justified clearly, using language to influence or persuade a reader.</li> <li>There are clear linking sentences between all paragraphs and a clear structure to the essay as a whole.</li> <li>Relevant supporting detail clearly supplements all points made.</li> <li>Researches topic and makes own, detailed, notes using a wide range of different sources and will provide a bibliography.</li> <li>Can use some complex vocabulary and maintain an appropriate tone.</li> <li>Can accurately use a range of more complex punctuation (such as lists, repetition, minor sentences, and parallel structures and parenthesis) to communicate meaning.</li> <li>Uses language and word choice for effect e.g. emotive language and rhetorical devices.</li> <li>The introduction and conclusion are effective.</li> <li>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</li> </ul>	Sense of writer's personality / individual voice. Good linking sentences. Makes use of detailed notes. Will be able to use more complex punctuation and paragraphing to convey meaning.