



Level 2		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>With support, can demonstrate a <b>line of thought / argument</b> and <i>an attempt is made to use language to influence or persuade a reader.</i></li> <li>With support, there is an <b>attempt</b> to use <b>basic linking sentences</b> between paragraphs.</li> <li>There will be <b>several examples of basic supporting detail</b> to supplement points made.</li> <li>With support, researches topic, <b>makes own basic notes</b> using a <b>limited number of sources</b> and will <i>provide a bibliography.</i></li> <li><i>Tone and vocabulary are appropriate to purpose.</i></li> <li><i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></li> </ul>	<ul style="list-style-type: none"> <li>Is able to work on the task, in the main, independently.</li> <li>There will be links between most paragraphs and supporting detail in most paragraphs.</li> </ul>
Level 3		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>A <b>line of thought / argument</b> is evident and <b>own opinion can be justified</b> <i>using language to influence or persuade a reader.</i></li> <li>There is an <b>attempt</b> to use <b>linking sentences</b> between most paragraphs.</li> <li>There will be <b>several examples of relevant supporting detail</b> to supplement the <b>majority of points made.</b></li> <li><b>Independently</b> researches topic and <b>makes own notes</b> using <b>several different sources</b> and will <i>provide a bibliography.</i></li> <li><i>Tone and vocabulary are appropriate to purpose.</i></li> <li>Is <b>making an attempt</b> to extend vocabulary and <i>maintain an appropriate tone.</i></li> <li>Is consciously trying to use, <b>but not always accurately, a limited range of more complex punctuation</b> (<i>such as lists, repetition and minor sentences</i>) to communicate meaning.</li> <li><i>The conclusion sums up the line of thought.</i></li> <li><i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></li> </ul>	<ul style="list-style-type: none"> <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>
Level 4		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> <li>Will be trying to use some more complex punctuation but doesn't always get it right.</li> <li>Some aspects of the writing may not be just quite as convincing at times.</li> </ul>	<ul style="list-style-type: none"> <li>A <b>clear line of thought / argument</b> is evident and <b>own opinion can be justified clearly</b>, <i>using language to influence or persuade a reader.</i></li> <li>There are <b>clear linking sentences between all paragraphs</b> and <i>a clear structure to the essay as a whole.</i></li> <li>Relevant supporting detail <b>clearly supplements all points made.</b></li> <li>Researches topic and <b>makes own, detailed, notes</b> using a <b>wide range of different sources</b> and will <i>provide a bibliography.</i></li> <li><i>Can use some complex vocabulary and maintain an appropriate tone.</i></li> <li>Can accurately use <b>a range of more complex punctuation</b> (<i>such as lists, repetition, minor sentences, and parallel structures and parenthesis</i>) to communicate meaning.</li> <li><i>Uses language and word choice for effect e.g. emotive language and rhetorical devices.</i></li> <li><i>The introduction and conclusion are effective.</i></li> <li><i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Sense of writer's personality / individual voice.</i></li> <li>Good linking sentences.</li> <li>Makes use of detailed notes.</li> <li>Will be able to use more complex punctuation and paragraphing to convey meaning.</li> </ul>

Judge against **COMPETENT** criteria initially and look to indicators of **DEVELOPING** or **SKILLED** if required.