



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"> • May rely on more than a basic level of support from the teacher. • There may be a lack of supporting detail in. • Lack of linking sentences between most paragraphs. 	<ul style="list-style-type: none"> • With support, there is an attempt to use basic linking sentences between paragraphs. • There will be several examples of basic supporting detail to supplement points made. • With support, researches topic and makes own basic notes using a limited number of basic sources and will provide a <i>bibliography</i>. • <i>Makes use of headings, bullet points, fonts, graphics and/or captions.</i> • <i>Tone and vocabulary are appropriate to purpose.</i> • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> 	<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • May ask for more than basic support on one or two occasions. • Might research using only a limited range of sources. • There may not be supporting detail in all paragraphs and/or links between paragraphs. 	<ul style="list-style-type: none"> • There is an attempt to use linking sentences between all paragraphs. • There will be several examples of relevant supporting detail to supplement the majority of points made. • Independently researches topic and makes own notes using several different sources and will provide a <i>bibliography</i>. • <i>Makes good use of headings, bullet points, fonts, graphics and/or captions.</i> • Is making an attempt to extend vocabulary and maintain an appropriate tone. • 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. • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> 	<ul style="list-style-type: none"> • Will be able to work independently on the task. • Might be starting to use one or two examples of more complex punctuation correctly. • They will consult a wide range of sources when undertaking research.
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"> • 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 style="list-style-type: none"> • There are clear linking sentences between all paragraphs. • Relevant supporting detail clearly supplements all points made. • Researches topic and makes own, detailed, notes using a wide range of different sources and will provide a <i>bibliography</i>. • <i>Makes effective use of headings, bullet points, fonts, graphics and/or captions.</i> • <i>Can use some complex vocabulary and maintain an appropriate tone.</i> • Can accurately use a range of more complex punctuation (such as lists, repetition, minor sentences, and parallel structures and parenthesis) to communicate meaning. • <i>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</i> 	<ul style="list-style-type: none"> • Good linking sentences. • Makes use of detailed notes. • Will be able to use more complex punctuation and paragraphing to convey meaning.

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