



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>Very basic and simplistic in general, either with ideas, language features or expressing thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li><b>With support</b> can create a plan.</li> <li>Ideas, though <b>at times simplistic</b>, are <b>starting to be developed</b> more consistently.</li> <li>Can describe and communicate <b>several different basic thoughts and feelings</b>.</li> <li>Can use <b>basic language features</b> to communicate meaning.</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>Starting to show signs of creating an appropriate setting.</li> <li>Can, on a couple of occasions, go beyond describing basic thoughts and feelings.</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>Aspects of the work may not be quite as convincing as others.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to plan largely <b>independently</b>.</li> <li>Ideas <b>generally well developed</b>.</li> <li>Can describe and is <b>able to articulate more than basic thoughts and feelings on a number of occasions</b>.</li> <li>Is starting to <b>show an awareness of one or two more complex language features</b> to communicate meaning,</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 effect.</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>Will be able to work independently on the task.</li> <li>Might be quite good use of language at times to communicate feelings and atmosphere.</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>Is able to plan <b>independently</b>.</li> <li>Ideas <b>consistently well developed</b>.</li> <li>Can, <b>generally, exploit a wide range of more complex language features</b> to communicate meaning, tone and atmosphere clearly.</li> <li>Can <b>engage</b> the reader and <b>start to articulate a number of complex thoughts and feelings</b>.</li> <li>Can accurately use a <b>limited range of more complex punctuation</b> (<i>such as lists, repetition and minor sentences</i>) to communicate effect.</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>Some of the language features being used may show signs of sophistication.</li> <li>A good, original idea.</li> <li>A very engaging piece of work.</li> </ul>

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