

**King's High School
English Department**

Name _____ Assessment Title _____

**Progress Indicators – Levels-based Assessment – Poetic Writing
(Amended November 2001)**

	Range of Tasks Write on a variety of topics	Deeper Features of Writing [organisation, structure, sentences, vocabulary]	Surface Features of Writing [punctuation, grammar, syntax, spelling]
Level 1	<ul style="list-style-type: none"> ▪ <i>Beginning to shape ideas.</i> * 	<ul style="list-style-type: none"> ▪ Writes several related sentences on topic. ▪ High frequency vocabulary predominates. 	<ul style="list-style-type: none"> ▪ Beginning use of full stops and capitals. ▪ Beginning use of conventional syntax [word order]. ▪ More than 20% spelling errors (excluding proper nouns); some conventional spelling patterns evident but mostly 'semiphonetic' attempts. +
Level 2	<ul style="list-style-type: none"> ▪ <i>Shaping ideas in a number of genres such as</i> - letters - poems - narrative. 	<ul style="list-style-type: none"> ▪ <i>Making choices in language and form.</i> ▪ Story line with sequential structure evident, some descriptive detail. ▪ Beginning to vary sentence beginnings and sentence length. ▪ Beginning to extend sentences with conjunctions. ▪ Vocabulary broadening beyond high frequency. 	<ul style="list-style-type: none"> ▪ Mostly correct use of full stops, capitals, commas for listing, and question marks. ▪ Beginning to use speech marks. ▪ Conventional syntax generally evident. ▪ Between 10%-20% spelling errors (excluding proper nouns) and moderated by breadth of vocabulary, increasing conventional spelling patterns evident, with mostly 'phonetic' attempts.+
Level 3	<ul style="list-style-type: none"> ▪ <i>Shaping, editing, and reworking texts in a range of genres</i> - letters - poems - narrative. 	<ul style="list-style-type: none"> ▪ Beginning to incorporate some descriptive detail of setting and character to support story line. ▪ Beginning to organise ideas into paragraphs. ▪ <i>Sentence structure appropriate to genre.</i> ▪ Varies sentence beginnings and length. ▪ Beginning to structure sentences in a variety of ways and may use complex sentences consisting of more than one subordinate clause. ▪ <i>Vocabulary appropriate to genre.</i> 	<ul style="list-style-type: none"> ▪ Mostly correct use of full stops, capitals, commas, question marks, exclamation marks, and speech marks. ▪ Control of verb forms, i.e., singular/plural agreement, subject/verb agreement and tense. ▪ <i>Conventions such as spelling appropriate to genre.</i> ▪ Between 5%-10% spelling errors (excluding proper nouns) and moderated by breadth of vocabulary. Shows clear 'phonetic' mapping; conventional patterns increasing in number and variety.+
Level 4	<ul style="list-style-type: none"> ▪ <i>Shaping, editing, and reworking texts in a range of genres</i> - letters - poems - narrative. 	<ul style="list-style-type: none"> ▪ <i>Expressing ideas and experiences imaginatively;</i> occasional use of figurative language and or innovative use of vocabulary. ▪ Organises ideas into coherent paragraphs. ▪ Narratives include descriptive detail of character and setting. ▪ <i>Using appropriate sentence structure.</i> ▪ Varies sentence beginnings and sentence length to suit purpose. ▪ Structures sentences in a variety of ways with increasing use of complex sentences, consisting of more than one subordinate clause. ▪ <i>Using appropriate vocabulary.</i> 	<ul style="list-style-type: none"> ▪ Accurate use of full stops and capitals, commas, question marks, exclamation marks, speech marks, apostrophes, parentheses, dashes, colons, and semi-colons. ▪ <i>Using appropriate spelling.</i> ▪ 3%-5% errors (excluding proper nouns) and modified by breadth of vocabulary.+
Level 5	<ul style="list-style-type: none"> ▪ <i>Shaping, editing, and reworking texts in an extended range of genres</i> - letters - poems - narrative. 	<ul style="list-style-type: none"> ▪ <i>Selecting appropriate language features.</i> ▪ Uses figurative language and innovative use of vocabulary with control and intent. ▪ Strong sequential structure evident within and between paragraphs. ▪ Maintains appropriate vocabulary throughout. 	<ul style="list-style-type: none"> ▪ <i>Using conventions of writing accurately and confidently (punctuation, grammar).</i> ▪ Wide use of subordinated structures in sentences with variety in length and errors rare. ▪ Conventional spelling predominates.
Level 6	<ul style="list-style-type: none"> ▪ <i>Shaping, editing, and reworking texts to express ideas imaginatively in a range of genres</i> 	<ul style="list-style-type: none"> ▪ <i>Choosing appropriate language features.</i> 	<ul style="list-style-type: none"> ▪ <i>Using conventions of writing accurately and with discrimination.</i>

• Statements from Curriculum, pp. 34-35, 92-100 in *italics*.
+Based on data from NZCER National Survey of Primary Writing, Croft & Mapa. 1998.
NZCER [July 2000] Assessment Resource Banks.

Comment
