

Speaking Descriptors and Marking Guidelines

Score	Response	Grammar range and accuracy	Pronunciation and language
0-1	<ul style="list-style-type: none"> No attempt, or response does not relate to question. 	<ul style="list-style-type: none"> Random, isolated words. Sentence order and/or structure absent. Uses L1 to fill gaps in English language knowledge. 	<ul style="list-style-type: none"> Pronunciation contains frequent and varied errors that greatly impede communication. Only 1 or 2 recognisable words.
1-2	<ul style="list-style-type: none"> Extremely limited vocabulary. Name, or single and/or two-word replies only. 	<ul style="list-style-type: none"> No full sentences. Lack of sentence structure awareness. Frequent errors with verb tenses. 	<ul style="list-style-type: none"> Minimal correct use of English sounds and stress patterns. Comprehensible only with highly-familiar and well-rehearsed words. Lots of L1 interference that requires full concentration of listener.
2-3	<ul style="list-style-type: none"> Short answer/single sentence responses only. No detail offered. 	<ul style="list-style-type: none"> Incomplete sentences are frequent and often impede meaning. Limited awareness of tense and how it is used to convey meaning of time. 	<ul style="list-style-type: none"> Correct use of English sounds and stress patterns is limited and inconsistent. Very few chunks of language are clear. High level of L1 interference that often impedes understanding.
3-4	<ul style="list-style-type: none"> Only express very basic meaning on familiar topics. Very brief responses with no real detail offered. 	<ul style="list-style-type: none"> Incomplete sentences. Frequent errors with conjugation of 3rd person singular 's'. Repeated errors with prepositions. Confusion with parts of speech (e.g., adv. vs. adj.) 	<ul style="list-style-type: none"> Errors in correct use of English sounds and stress patterns occur regularly. Able to give simple, personal information about self and family. Few chunks of language are clear.
4-5	<ul style="list-style-type: none"> Lack of effort, or level of English too simplistic. Brief response with no real detail. Somewhat hard to understand. 	<ul style="list-style-type: none"> Incomplete sentences. Vast majority (70%) of responses contain grammatical errors, particularly tense, subject-verb agreement and plural nouns. 	<ul style="list-style-type: none"> Errors in correct use of English sounds and stress patterns occur regularly. Able to give simple, personal information about self and family. Some chunks of language are clear.

5-6	<ul style="list-style-type: none"> Provides answer about family and/or self. Attempts at detail result in irrelevant information. 	<ul style="list-style-type: none"> Incomplete sentences. Majority (50%) of responses contain grammatical errors, particularly tense, subject-verb agreement and plural and countable/uncountable nouns. 	<ul style="list-style-type: none"> Some errors in correct use of English sounds and stress patterns persist. Able to give personal information about self and family and convey simple ideas. Numerous common errors are not indicative of maturity of student.
6-7	<ul style="list-style-type: none"> Provides answer about family and/or self. Unable to provide extended responses consistent with age and year level. 	<ul style="list-style-type: none"> Errors with tense and subject-verb agreement persist in some sentences (20%). Some pauses and fillers as searches for appropriate language. <p>AND</p> <ul style="list-style-type: none"> Connectors and/or conjunctions are absent/limited in range. 	<ul style="list-style-type: none"> Minor, L1-based errors are repeated with no effort to change or learn from such errors. Able to give personal information about self and family and convey more complex thoughts on familiar topics.
7-8	<ul style="list-style-type: none"> Response is complete and addresses all components of question, but may appear rehearsed. Some relevant detail is provided. 	<ul style="list-style-type: none"> Majority of sentences are error free. Some pauses and fillers as searches for appropriate language. <p>OR</p> <ul style="list-style-type: none"> Connectors and/or conjunctions are absent/limited in range. 	<ul style="list-style-type: none"> Persistent pronunciation errors, but these generally do not impede meaning. Able to give personal information about self and family and convey more complex thoughts on familiar and some less-familiar topics.
8-9	<ul style="list-style-type: none"> Response about family and self is relevant and extensive, but lacks creativity. 	<ul style="list-style-type: none"> Good control of basic English grammar with few to no errors. More complex structures may contain errors. 	<ul style="list-style-type: none"> Minor L1 interference as problems with some phonemes persist. Meaning is clear and can be easily understood throughout.
9-10	<ul style="list-style-type: none"> Register is appropriate with suitable degree of politeness. Can speak at length (20-30 seconds). Response addresses all components and is cohesive, relevantly detailed with logical conclusions. 	<ul style="list-style-type: none"> Demonstrates a range of sentence structures with accuracy. 	<ul style="list-style-type: none"> Pronunciation is clear with appropriate rhythm. Can correctly use stress (word and sentence), pitch and intonation to convey meaning.

Additional NOTES for Speaking Descriptors

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<p>Stage 1: key indicators</p> <ul style="list-style-type: none"> • common adjectives and noun phrases • simple word order • parts of speech • singular/plural nouns • present and past simple <p>vocabulary (school, food, everyday life, home); suffixes (plurals and jobs), prefixes (-un, -re, -dis, -in)</p>	<p>Stage 2: key indicators</p> <ul style="list-style-type: none"> • present/ past simple (all forms) • will/going to (future) • pronouns (subject/object/possessive) • comparative and superlative adjectives / adverbs • basic conjunctions (e.g., and, so, but, yet) • prepositions (e.g., for, about, to) • adjective order <p>vocabulary – Stage 1 PLUS common suffixes and prefixes (nouns and adjectives)</p>	<p>Stage 3: key indicators</p> <p>Stage 2 <u>PLUS</u></p> <ul style="list-style-type: none"> • present / past perfect and continuous • subordinate clauses (e.g., until, rather than, in order that) • adverbial phrases • pronouns (reflexive) • passive/active constructions • modals of possibility, obligation, permission • vocabulary – affixes, common idioms and shades of meaning 	<p>Stage 4: key indicators</p> <p>Stage 3 <u>PLUS</u></p> <ul style="list-style-type: none"> • subject + verb agreement • verb patterns <p>vocabulary - nuances</p>	<p>Stage 5: key indicators</p> <p>Stage 4 <u>PLUS</u></p> <ul style="list-style-type: none"> • greater variety of tenses and sentence structures • transitional words <p>vocabulary – word families, parts of speech, idioms, euphemisms, common slang</p>	<p>Stage 6: key indicators</p> <p>Stage 5 <u>PLUS</u></p> <ul style="list-style-type: none"> • conditionals • wish/if only constructions • reported speech • inversion of negative adverbials • past modals <p>vocabulary – synonyms</p>

Listening Descriptors and Marking Guidelines

Note – all listening texts are already graded and designed for the level/stage of the student. Therefore, the descriptors are common as material is made to level.

Score	Response
0-1	<ul style="list-style-type: none"> No response, or reply does not relate to question in any way.
1-2	<ul style="list-style-type: none"> Single/two-word response. <p><i>OR</i></p> <ul style="list-style-type: none"> Very brief sentence that is unrelated and appears rehearsed.
2-3	<ul style="list-style-type: none"> A very brief, rehearsed answer that may/may not address question. Extracts a key word from question and responds to this word, but reply is irrelevant.
3-4	<ul style="list-style-type: none"> A brief response that is irrelevant and/or is not consistent with age and stage of learning. Missed/misunderstood key word/phrase in question.
4-5	<ul style="list-style-type: none"> Response adequately addresses some components of the question, but contains irrelevancies. Illustrates that a part/part of question have been missed/not understood.
5-6	<ul style="list-style-type: none"> Gives a lengthy answer, but adds redundant information. Illustrates that a part/part of question have been missed/not understood.
6-7	<ul style="list-style-type: none"> Gives a lengthy answer with some relevant details, but does not address all elements. Illustrates that part/parts of question have been missed/not understood.
7-8	<ul style="list-style-type: none"> Answers the question, but does not give a full sentence that shows they understood all elements of question. Addresses all parts of the multi-part question with some detail.
8-9	<ul style="list-style-type: none"> Answers in complete sentences, but does not restate entire question. Addresses all parts of the multi-part question with detail.
9-10	<ul style="list-style-type: none"> Answers in complete sentence, restating the entire question Addresses all parts of the multi-part question with detail and creativity.

Writing Descriptors and Marking Guidelines

STAGE 1 – NARRATIVE and PROCEDURE TEXTS

Notes	Elements of <i>narrative</i> text:		Elements of <i>procedure</i> text:	
	<ul style="list-style-type: none"> characters setting goal problem/issue plot solution conclusion, often a moral usually written using simple tense (past or present). 		<ul style="list-style-type: none"> sub-headings/titles steps may be bulleted/numbered chronological order of actions use of connectives to show order written in present tense imperative verb forms often used. 	
Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> Does not answer the question. Response demonstrates student did not understand the task. Response does not meet minimum length requirement (1-2 sentences only). There is no structure to the text. 	<ul style="list-style-type: none"> Not able to construct full sentences. No understanding of verb tense relevant to the text type. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> Can identify some correct use of common punctuation items e.g., question and exclamation marks and full stops and commas, and capitalisation in basic sentences e.g., place names, people, months of the year, seasons and days of the week. Cannot use simple punctuation or rules of capitalisation and there are frequent errors. There are repeated spelling errors of commonly encountered words.
2-3	<ul style="list-style-type: none"> Response is not relevant to the question/picture prompt. Response is too brief to be effective. There is very limited awareness of text structure. Very few (no) elements of text type are present. Does not meet minimum length requirement (1-2 sentences only). 	<ul style="list-style-type: none"> Can write short, simple sentences using appropriate tense, but with frequent errors. Shows awareness of basic S-V-O sentence structure and S-V agreement. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is narrow and usually repetitive. There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of capitalisation in basic sentences on most occasions. Cannot apply simple punctuation or rules of capitalisation with consistency. Most commonly used words continue to contain spelling errors.
3-4	<ul style="list-style-type: none"> Response is partially relevant to question/picture prompt. Response is short and includes one obvious feature of picture or part of a personal experience. 	<ul style="list-style-type: none"> Can construct full sentences. 	<ul style="list-style-type: none"> Language range is limited and can be repetitive. Repeated errors persist. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of capitalisation in basic sentences on most occasions.

	<ul style="list-style-type: none"> Some evidence of text structure and paragraphing. Few elements of text type are present. Does not meet minimum length requirement (2-3 sentences only). 	<ul style="list-style-type: none"> All sentences contain at least one error, which usually affects meaning and overall success of response. Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are no attempts at self-correction. 		<ul style="list-style-type: none"> Can use simple punctuation items and rules of capitalisation on most occasions. Some commonly used words continue to contain errors.
4-5	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short narrative to describe some obvious features of picture or parts of a personal experience. Demonstrates limited awareness of text structure and paragraphing. Some elements of text type are present, but these are not well developed. Does not meet minimum length requirement (3-4 sentences only). 	<ul style="list-style-type: none"> Can construct a range of full sentences with varying accuracy. Some basic and compound sentences are error free, but attempts at more complex structures frequently result in error. This often affects meaning. Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Does not have enough language to be able to achieve aim. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation in simple sentences. Can use common punctuation items and rules of capitalisation with consistency. Can spell frequently used words with consistency.
5-6	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short narrative to describe obvious features of picture or parts of a personal experience. Demonstrates some awareness of text structure with some relevant paragraphing. Some elements of text type are present with only a couple well developed. Does not meet minimum length requirement (3-4 sentences only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Has just enough language to be able to achieve aim, though with some repetition. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation in simple sentences. Can use common punctuation items and rules of capitalisation with consistency and is beginning to use these to convey meaning. Can spell frequently used words in simple sentences, and less common words with some inconsistencies.
6-7	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a short narrative to describe a picture or personal experience. Demonstrates some understanding of text structure with mostly relevant paragraphing. Some elements of text type are present; some are well developed. Does not meet minimum length requirement (4 sentences only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences with some success. Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> Can use a suitable range of vocabulary to suit purpose. Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. Some less frequently encountered words contain errors.
7-8	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a mostly cohesive narrative to describe a picture or personal experience. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; some are well developed. Meets minimum length requirement (5 sentences). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. Meaning remains clear. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Some less frequently encountered words may contain spelling errors.
8-9	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive narrative to describe a picture or personal experience. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; most are well developed. Meets minimum length requirement (5 sentences or more). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Can apply common punctuation items and rules of capitalisation with some flexibility to show meaning. Some less frequently encountered words may contain spelling errors.

9-10	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive narrative to describe a picture or personal experience. Demonstrates clear understanding of text structure with relevant paragraphing. All elements of text type are well developed. Meets minimum length requirement (more than 5 sentences). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context. Shows some creativity. 	<ul style="list-style-type: none"> Text is error-free. Can apply common punctuation items and rules of capitalisation with flexibility to convey meaning.
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STAGE 2 – NARRATIVE and PROCEDURE TEXTS

	<p>Elements of narrative text:</p> <ul style="list-style-type: none"> characters setting goal problem/issue plot solution conclusion, often a moral usually written using simple tense (past or present). 		<p>Elements of procedure text:</p> <ul style="list-style-type: none"> sub-headings/titles steps may be bulleted/numbered chronological order of actions use of connectives to show order written in present tense imperative verb forms often used. 	
Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> Does not answer the question. Response demonstrates student did not understand the task. Response does not meet minimum length requirement (1-2 sentences only). There is no structure to the text. 	<ul style="list-style-type: none"> Not able to construct full sentences. No understanding of verb tense relevant to the text type. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> Can identify some correct use of common punctuation items e.g., question and exclamation marks and full stops and commas, and capitalisation in basic sentences e.g., place names, people, months of the year, seasons and days of the week. Cannot use simple punctuation or rules of capitalisation and there are frequent errors. There are repeated spelling errors of commonly encountered words.
2-3	<ul style="list-style-type: none"> Response is not relevant to the question/picture prompt. Response is too brief to be effective. There is very limited awareness of text structure. Very few (no) elements of text type are present. Does not meet minimum length requirement (1-3 sentences only). 	<ul style="list-style-type: none"> Can write short, simple sentences using appropriate tense, but with frequent errors. Shows awareness of basic S-V-O sentence structure and S-V agreement. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is narrow and usually repetitive. There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of capitalisation in basic sentences on most occasions. Cannot apply simple punctuation or rules of capitalisation with consistency. Most commonly used words continue to contain spelling errors.
3-4	<ul style="list-style-type: none"> Response is partially relevant to question/picture prompt. Response is short and includes one obvious feature of picture or part of a personal experience. Some evidence of text structure and paragraphing. Few elements of text type are present. Does not meet minimum length requirement (4-5 sentences only). 	<ul style="list-style-type: none"> Can construct full sentences. All sentences contain at least one error, which usually affects meaning and overall success of response. Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are no attempts at self-correction. 	<ul style="list-style-type: none"> Language range is limited and can be repetitive. Repeated errors persist. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of capitalisation in basic sentences on most occasions. Can use simple punctuation items and rules of capitalisation on most occasions. Some commonly used words continue to contain errors.

4-5	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short narrative to describe some obvious features of picture or parts of a personal experience. Demonstrates limited awareness of text structure and paragraphing. Some elements of text type are present, but these are not well developed. Does not meet minimum length requirement (6-7 sentences only). 	<ul style="list-style-type: none"> Can construct a range of full sentences with varying accuracy. Some basic and compound sentences are error free, but attempts at more complex structures frequently result in error. This often affects meaning. Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Does not have enough language to be able to achieve aim. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation in simple sentences. Can use common punctuation items and rules of capitalisation with consistency. Can spell frequently used words with consistency.
5-6	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short narrative to describe obvious features of picture or parts of a personal experience. Demonstrates some awareness of text structure with some relevant paragraphing. Some elements of text type are present with only a couple well developed. Does not meet minimum length requirement (8-9 sentences only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Has just enough language to be able to achieve aim, though with some repetition. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation in simple sentences. Can use common punctuation items and rules of capitalisation with consistency and is beginning to use these to convey meaning. Can spell frequently used words in simple sentences, and less common words with some inconsistencies.
6-7	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a short narrative to describe a picture or personal experience. Demonstrates some understanding of text structure with mostly relevant paragraphing. Some elements of text type are present; some are well developed. Does not meet minimum length requirement (9 sentences only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences with some success. Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> Can use a suitable range of vocabulary to suit purpose. Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. Some less frequently encountered words contain errors.
7-8	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a mostly cohesive narrative to describe a picture or personal experience. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; some are well developed. Meets minimum length requirement (10-15 sentences). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. Meaning remains clear. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Some less frequently encountered words may contain spelling errors.
8-9	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive narrative to describe a picture or personal experience. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; most are well developed. Meets minimum length requirement (10-15 sentences or more). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Can apply common punctuation items and rules of capitalisation with some flexibility to show meaning. Some less frequently encountered words may contain spelling errors.
9-10	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive narrative to describe a picture or personal experience. Demonstrates clear understanding of text structure with relevant paragraphing. All elements of text type are well developed. Meets minimum length requirement (more than 15 sentences). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context. Shows some creativity. 	<ul style="list-style-type: none"> Text is error-free. Can apply common punctuation items and rules of capitalisation with flexibility to convey meaning.

STAGE 3 – NARRATIVE, PROCEDURE, EXPLANATION and ARGUMENT TEXT TYPES

	Elements of <i>narrative</i> text:	Elements of <i>procedure</i> text (instructional text):	Elements of <i>explanation</i> text:	Elements of <i>argument</i> text:
	<ul style="list-style-type: none"> characters setting goal problem/issue plot solution conclusion, often a moral usually written using simple tense (past or present). 	<ul style="list-style-type: none"> sub-headings/titles steps may be bulleted/numbered chronological order of actions use of connectives to show order written in present tense imperative verb forms often used. 	<ul style="list-style-type: none"> use of factual information to show <i>how / why</i> passive construction / present tense sequence that shows cause and effect conclusion that summarises information <p>contains some opinions and expresses a point of view.</p>	<ul style="list-style-type: none"> presents both sides of the argument, with a clear point of view uses evidence / examples to support ideas clear introduction and conclusion usually written in present tense compare / contrast connectives.
Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. OR Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> Does not answer the question. Response demonstrates student did not understand the task. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Response does not meet minimum length requirement (1-2 sentences only). There is no structure to the text. 	<ul style="list-style-type: none"> Not able to construct full sentences. No understanding of verb tense relevant to the text type. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> Can identify some correct use of common punctuation items e.g., quotation marks in basic sentences Cannot use simple punctuation or rules of capitalisation and direct/indirect speech and there are frequent errors. There are repeated spelling errors of commonly encountered words.
2-3	<ul style="list-style-type: none"> Response is not relevant to the question/picture prompt. Response is too brief to be effective. There is very limited awareness of text structure. Very few (no) elements of text type are present. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (1-3 sentences only). 	<ul style="list-style-type: none"> Can write short, simple sentences using appropriate tense, but with frequent errors. Shows awareness of basic S-V-O sentence structure and S-V agreement. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is narrow and usually repetitive. There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of direct / indirect speech in basic sentences on most occasions. Cannot apply simple punctuation or rules of direct / indirect speech with consistency. Most commonly used words continue to contain spelling errors.
3-4	<ul style="list-style-type: none"> Response is partially relevant to question/picture prompt. Can write a short text, but attempts at including evidence and relevant examples are unsuccessful. Some evidence of text structure and paragraphing. Few elements of text type are present. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (1 paragraph only) 	<ul style="list-style-type: none"> Can construct full sentences. All sentences contain at least one error, which usually affects meaning and overall success of response. Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are no attempts at self-correction. 	<ul style="list-style-type: none"> Language range is limited and can be repetitive. Repeated errors persist. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of direct / indirect speech in basic sentences on most occasions. Can use simple punctuation items and rules of capitalisation and direct/indirect speech on most occasions. Some commonly used words continue to contain errors.
4-5	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short text with some attempts at including evidence and relevant examples, with limited success. Demonstrates limited awareness of text structure and paragraphing. Some elements of text type are present, but these are not well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). 	<ul style="list-style-type: none"> Can construct a range of full sentences with varying accuracy. Some basic and compound sentences are error free, but attempts at more complex structures frequently result in error. This often affects meaning. 	<ul style="list-style-type: none"> Does not have enough language to be able to achieve aim. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of direct / indirect speech in simple sentences. Can use common punctuation items and rules of capitalisation and direct/indirect speech with consistency. Can spell frequently used words with consistency.

	<ul style="list-style-type: none"> Does not meet minimum length requirement (1-2 paragraphs). 	<ul style="list-style-type: none"> Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 		
5-6	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short text with some attempts at including evidence and relevant examples, with some success. Demonstrates some awareness of text structure with some relevant paragraphing. Some elements of text type are present with only a couple well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (1-2 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Has just enough language to be able to achieve aim, though with some repetition. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation and direct/indirect speech in simple sentences. Can use common punctuation items and rules of capitalisation and direct/indirect speech with consistency and is beginning to use these to convey meaning. Can spell frequently used words in simple sentences, and less common words with some inconsistencies.
6-7	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a short text, with some attempts at providing evidence and relevant examples as appropriate, with some success. Demonstrates some understanding of text structure with mostly relevant paragraphing. Some elements of text type are present; some are well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (2 paragraphs only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences with some success. Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> Can use a suitable range of vocabulary to suit purpose. Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. Some less frequently encountered words contain errors.
7-8	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a mostly cohesive and logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; some are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (3 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. Meaning remains clear. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Some less frequently encountered words may contain spelling errors.
8-9	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; most are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (3 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Can apply common punctuation items and rules of capitalisation, including direct/indirect speech with some flexibility to show meaning. Some less frequently encountered words may contain spelling errors.
9-10	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates clear understanding of text structure with relevant paragraphing. All elements of text type are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (more than 3 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context. Shows some creativity. 	<ul style="list-style-type: none"> Text is error-free. Can apply common punctuation items and rules of capitalisation and direct/indirect speech with flexibility to convey meaning.

STAGE 4 – INFORMATIVE, EXPLANATION and ARGUMENT TEXT TYPES

<p>Elements of informative text:</p> <ul style="list-style-type: none"> use of title / headings / bullet-points to organise information 	<p>Elements of argument text:</p>	<p>Elements of explanation text:</p> <ul style="list-style-type: none"> use of factual information to show <i>how</i> / <i>why</i>
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	<ul style="list-style-type: none"> has a clear opening and conclusion that summarises information general to more specific information written in present tense (1st or 3rd person) cause / effect and / or comparative language use of connectives to link ideas / facts <p>may contain rhetorical questions.</p>	<ul style="list-style-type: none"> presents both sides of the argument, with a clear point of view uses evidence / examples to support ideas clear introduction and conclusion usually written in present tense <p>compare / contrast connectives.</p>	<ul style="list-style-type: none"> passive construction / present tense sequence that shows cause and effect conclusion that summarises information <p>contains some opinions and expresses a point of view.</p>	
Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> No attempt is made. <p>OR</p> <ul style="list-style-type: none"> Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. <p>OR</p> <ul style="list-style-type: none"> Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. <p>OR</p> <ul style="list-style-type: none"> Re-writes part or all of the question. 	<ul style="list-style-type: none"> No attempt is made. <p>OR</p> <ul style="list-style-type: none"> Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> Does not answer the question. Response demonstrates student did not understand the task. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Response does not meet minimum length requirement (1-2 sentences only). There is no structure to the text. 	<ul style="list-style-type: none"> Not able to construct full sentences. No understanding of verb tense relevant to the text type. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> Can identify some correct use of common punctuation items e.g., ellipses and brackets in basic sentences Cannot use simple punctuation, rules of capitalisation or ellipses and brackets. There are frequent errors. There are repeated spelling errors of commonly encountered words. Lists are not accurately capitalised or punctuated with full stops and commas with only very limited success.
2-3	<ul style="list-style-type: none"> Response is not relevant to the question/picture prompt. Response is too brief to be effective. There is very limited awareness of text structure. Very few (no) elements of text type are present. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (1-3 sentences / 1 paragraph only). 	<ul style="list-style-type: none"> Can write short, simple sentences using appropriate tense, but with frequent errors. Shows awareness of basic S-V-O sentence structure and S-V agreement. No evidence of self-correction. 	<ul style="list-style-type: none"> Language range is narrow and usually repetitive. There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. Cannot apply simple punctuation or rules of ellipses and brackets with consistency. Most commonly used words continue to contain spelling errors. Lists are not accurately capitalised and / or punctuated with full stops and commas.
3-4	<ul style="list-style-type: none"> Response is partially relevant to question/picture prompt. Can write a short text, but attempts at including evidence and relevant examples are unsuccessful. Some evidence of text structure and paragraphing. Few elements of text type are present. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (1-2 paragraphs only). 	<ul style="list-style-type: none"> Can construct full sentences. All sentences contain at least one error, which usually affects meaning and overall success of response. Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are no attempts at self-correction. 	<ul style="list-style-type: none"> Language range is limited and can be repetitive. Repeated errors persist. 	<ul style="list-style-type: none"> Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. Can use simple punctuation items, rules of capitalisation and ellipses and brackets on most occasions. Some commonly used words continue to contain errors. Lists are not accurately capitalised or punctuated with full stops and commas.
4-5	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short text with some attempts at including evidence and relevant examples, with limited success. Demonstrates limited awareness of text structure and paragraphing. Some elements of text type are present, but these are not well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (2-3 paragraphs). 	<ul style="list-style-type: none"> Can construct a range of full sentences with varying accuracy. Some basic and compound sentences are error free, but attempts at more complex structures frequently result in error. This often affects meaning. Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Does not have enough language to be able to achieve aim. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of ellipses and brackets in simple sentences. Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency. Can spell frequently used words with consistency. Lists are accurately capitalised and punctuated with full stops and commas with limited consistency / success.

5-6	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short text with some attempts at including evidence and relevant examples, with some success. Demonstrates some awareness of text structure with some relevant paragraphing. Some elements of text type are present with only a couple well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (2-3 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Has just enough language to be able to achieve aim, though with some repetition. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation and ellipses and brackets in simple sentences. Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency and is beginning to use these to convey meaning. Can spell frequently used words in simple sentences, and less common words with some inconsistencies. Lists are accurately capitalised and punctuated with full stops and commas on some occasions.
6-7	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a short text, with some attempts at providing evidence and relevant examples as appropriate, with some success. Demonstrates some understanding of text structure with mostly relevant paragraphing. Some elements of text type are present; some are well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (3 paragraphs only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences with some success. Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> Can use a suitable range of vocabulary to suit purpose. Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. Some less frequently encountered words contain errors. Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
7-8	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a mostly cohesive and logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; some are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. Meaning remains clear. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Some less frequently encountered words may contain spelling errors. Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
8-9	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; most are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Can apply common punctuation items and rules of capitalisation, including ellipses and brackets with some flexibility to show meaning. Some less frequently encountered words may contain spelling errors. Lists are accurately capitalised and punctuated with full stops and commas.
9-10	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates clear understanding of text structure with relevant paragraphing. All elements of text type are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (more than 4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context. Shows some creativity. 	<ul style="list-style-type: none"> Text is error-free. Can apply common punctuation items and rules of capitalisation and ellipses and brackets with flexibility to convey meaning. Lists are accurately capitalised and punctuated with full stops and commas.

STAGE 5 – INFORMATIVE, EXPLANATION and ARGUMENT TEXT TYPES

Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> • Does not answer the question. • Response demonstrates student did not understand the task. • Does not state an opinion and / or opinion is unclear (explanation and argument texts). • Response does not meet minimum length requirement (1-2 sentences only). • There is no structure to the text. 	<ul style="list-style-type: none"> • Not able to construct full sentences. • No understanding of verb tense relevant to the text type. • No evidence of self-correction. 	<ul style="list-style-type: none"> • Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> • Can identify some correct use of common punctuation items e.g., colons and semi-colons in basic sentences • Cannot use simple punctuation, including colons and semi-colons, or rules of capitalisation. There are frequent errors. • There are repeated spelling errors of commonly encountered words. • Lists are not accurately capitalised or punctuated with full stops and commas with only very limited success.
2-3	<ul style="list-style-type: none"> • Response is not relevant to the question/picture prompt. • Response is too brief to be effective. • There is very limited awareness of text structure. • Very few (no) elements of text type are present. • Does not state an opinion and / or opinion is unclear (explanation and argument texts). • Does not meet minimum length requirement (1-3 sentences / 1 paragraph only). 	<ul style="list-style-type: none"> • Can write short, simple sentences using appropriate tense, but with frequent errors. • Shows awareness of basic S-V-O sentence structure and S-V agreement. • No evidence of self-correction. 	<ul style="list-style-type: none"> • Language range is narrow and usually repetitive. • There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> • Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. • Cannot apply simple punctuation or rules of ellipses and brackets with consistency. • Most commonly used words continue to contain spelling errors. • Lists are not accurately capitalised and / or punctuated with full stops and commas.
3-4	<ul style="list-style-type: none"> • Response is partially relevant to question/picture prompt. • Can write a short text, but attempts at including evidence and relevant examples are unsuccessful. • Some evidence of text structure and paragraphing. • Few elements of text type are present. • Does not state an opinion and / or opinion is unclear (explanation and argument texts). • Does not meet minimum length requirement (1-2 paragraphs only). 	<ul style="list-style-type: none"> • Can construct full sentences. • All sentences contain at least one error, which usually affects meaning and overall success of response. • Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. • There are no attempts at self-correction. 	<ul style="list-style-type: none"> • Language range is limited and can be repetitive. • Repeated errors persist. 	<ul style="list-style-type: none"> • Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. • Can use simple punctuation items, rules of capitalisation and ellipses and brackets on most occasions. • Some commonly used words continue to contain errors. • Lists are not accurately capitalised or punctuated with full stops and commas.
4-5	<ul style="list-style-type: none"> • Response is mostly relevant to the question/picture prompt. • Can write a short text with some attempts at including evidence and relevant examples, with limited success. • Demonstrates limited awareness of text structure and paragraphing. • Some elements of text type are present, but these are not well developed. 	<ul style="list-style-type: none"> • Can construct a range of full sentences with varying accuracy. • Some basic and compound sentences are error free, but attempts at more complex structures frequently result in error. This often affects meaning. 	<ul style="list-style-type: none"> • Does not have enough language to be able to achieve aim. • Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> • Can identify common punctuation items and rules of ellipses and brackets in simple sentences. • Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency. • Can spell frequently used words with consistency.

	<ul style="list-style-type: none"> Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (2-3 paragraphs). 	<ul style="list-style-type: none"> Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 		<ul style="list-style-type: none"> Lists are accurately capitalised and punctuated with full stops and commas with limited consistency / success.
5-6	<ul style="list-style-type: none"> Response is mostly relevant to the question/picture prompt. Can write a short text with some attempts at including evidence and relevant examples, with some success. Demonstrates some awareness of text structure with some relevant paragraphing. Some elements of text type are present with only a couple well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (2-3 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> Has just enough language to be able to achieve aim, though with some repetition. Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> Can identify common punctuation items and rules of capitalisation and ellipses and brackets in simple sentences. Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency and is beginning to use these to convey meaning. Can spell frequently used words in simple sentences, and less common words with some inconsistencies. Lists are accurately capitalised and punctuated with full stops and commas on some occasions.
6-7	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a short text, with some attempts at providing evidence and relevant examples as appropriate, with some success. Demonstrates some understanding of text structure with mostly relevant paragraphing. Some elements of text type are present; some are well developed. Does not state an opinion and / or opinion is unclear (explanation and argument texts). Does not meet minimum length requirement (3 paragraphs only). 	<ul style="list-style-type: none"> Can construct a variety of full sentences with some success. Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> Can use a suitable range of vocabulary to suit purpose. Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. Some less frequently encountered words contain errors. Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
7-8	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a mostly cohesive and logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; some are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. Meaning remains clear. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Some less frequently encountered words may contain spelling errors. Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
8-9	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates understanding of text structure with relevant paragraphing. All elements of text type are present; most are well developed. Opinion is clearly stated (explanation and argument texts). Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. Can apply common punctuation items and rules of capitalisation, including ellipses and brackets, with some flexibility to show meaning. Some less frequently encountered words may contain spelling errors. Lists are accurately capitalised and punctuated with full stops and commas.
9-10	<ul style="list-style-type: none"> Response is relevant to the question/picture prompt. Can write a cohesive, logical text, including evidence and relevant examples as appropriate. Demonstrates clear understanding of text structure with relevant paragraphing. All elements of text type are well developed. Opinion is clearly stated (explanation and argument texts). Exceeds minimum length requirement (more than 4 paragraphs). 	<ul style="list-style-type: none"> Can construct a variety of full sentences. Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> Can accurately use a wide range of language to suit purpose and context. Shows some creativity. Can flexibly use language to engage reader and create interest. Demonstrates awareness of idiomatic and colloquial language. 	<ul style="list-style-type: none"> Text is error-free. Can apply all common punctuation items and rules of capitalisation with flexibility to convey meaning. Lists are accurately capitalised and punctuated with full stops and commas.

STAGE 6 – INFORMATIVE, EXPLANATION and PERSONAL RECOUNT TEXT TYPES

Score	Response (content and structure)	Grammar	Language	Spelling, punctuation and capitalisation
0-1	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question. 	<ul style="list-style-type: none"> • No attempt is made. OR • Re-writes part or all of the question.
1-2	<ul style="list-style-type: none"> • Does not answer the question. • Response demonstrates student did not understand the task. • Does not state an opinion and / or opinion is unclear (explanation text). • Response does not meet minimum length requirement (1-2 sentences only). • There is no structure to the text. 	<ul style="list-style-type: none"> • Not able to construct full sentences. • No understanding of verb tense relevant to the text type. • No evidence of self-correction. 	<ul style="list-style-type: none"> • Language range is very narrow and repetitive. 	<ul style="list-style-type: none"> • Can identify some correct use of common punctuation items e.g., colons and semi-colons in basic sentences • Cannot use simple punctuation, including colons and semi-colons, or rules of capitalisation. There are frequent errors. • There are repeated spelling errors of commonly encountered words. • Lists are not accurately capitalised or punctuated with full stops and commas with only very limited success.
2-3	<ul style="list-style-type: none"> • Response is not relevant to the question/picture prompt. • Response is too brief to be effective. • There is very limited awareness of text structure. • Very few (no) elements of text type are present. • Does not state an opinion and / or opinion is unclear (explanation text). • Does not meet minimum length requirement (1-3 sentences / 1 paragraph only). 	<ul style="list-style-type: none"> • Can write short, simple sentences using appropriate tense, but with frequent errors. • Shows awareness of basic S-V-O sentence structure and S-V agreement. • No evidence of self-correction. 	<ul style="list-style-type: none"> • Language range is narrow and usually repetitive. • There are frequent errors which cause confusion. 	<ul style="list-style-type: none"> • Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. • Cannot apply simple punctuation or rules of ellipses and brackets with consistency. • Most commonly used words continue to contain spelling errors. • Lists are not accurately capitalised and / or punctuated with full stops and commas.
3-4	<ul style="list-style-type: none"> • Response is partially relevant to question/picture prompt. • Can write a short text, but attempts at including evidence and relevant examples are unsuccessful. • Some evidence of text structure and appropriate paragraphing. • Few elements of text type are present. • Does not state an opinion and / or opinion is unclear (explanation text). • Does not meet minimum length requirement (1-2 paragraphs only). 	<ul style="list-style-type: none"> • Can construct full sentences. • All sentences contain at least one error, which usually affects meaning and overall success of response. • Repeated errors with tense, parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. • There are no attempts at self-correction. 	<ul style="list-style-type: none"> • Language range is limited and can be repetitive. • Repeated errors persist. 	<ul style="list-style-type: none"> • Can identify correct use of common punctuation items and rules of ellipses and brackets in basic sentences on most occasions. • Can use simple punctuation items, rules of capitalisation and ellipses and brackets on most occasions. • Some commonly used words continue to contain errors. • Lists are not accurately capitalised or punctuated with full stops and commas.
4-5	<ul style="list-style-type: none"> • Response is mostly relevant to the question/picture prompt. • Can write a short text with some attempts at including evidence and relevant examples, with limited success. 	<ul style="list-style-type: none"> • Can construct a range of full sentences with varying accuracy. • Some basic and compound sentences are error free, but attempts at more complex structures 	<ul style="list-style-type: none"> • Does not have enough language to be able to achieve aim. • Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> • Can identify common punctuation items and rules of ellipses and brackets in simple sentences. • Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency.

	<ul style="list-style-type: none"> • Demonstrates limited awareness of text structure and appropriate paragraphing. • Some elements of text type are present, but these are not well developed. • Does not state an opinion and / or opinion is unclear (explanation text). • Does not meet minimum length requirement (2-3 paragraphs). 	<p>frequently result in error. This often affects meaning.</p> <ul style="list-style-type: none"> • Repeated errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. • There are some attempts at self-correction, with limited success. 		<ul style="list-style-type: none"> • Can spell frequently used words with consistency. • Lists are accurately capitalised and punctuated with full stops and commas with limited consistency / success.
5-6	<ul style="list-style-type: none"> • Response is mostly relevant to the question/picture prompt. • Can write a short text with some attempts at including evidence and relevant examples, with some success. • Demonstrates some awareness of text structure with some relevant paragraphing. • Some elements of text type are present with only a couple well developed. • Does not state an opinion and / or opinion is unclear (explanation text). • Does not meet minimum length requirement (2-3 paragraphs). 	<ul style="list-style-type: none"> • Can construct a variety of full sentences. • Some basic and compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. • Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. • There are some attempts at self-correction, with limited success. 	<ul style="list-style-type: none"> • Has just enough language to be able to achieve aim, though with some repetition. • Attempts to use less common words always result in error and often leads to confusion. 	<ul style="list-style-type: none"> • Can identify common punctuation items and rules of capitalisation and ellipses and brackets in simple sentences. • Can use common punctuation items and rules of capitalisation and ellipses and brackets with consistency and is beginning to use these to convey meaning. • Can spell frequently used words in simple sentences, and less common words with some inconsistencies. • Lists are accurately capitalised and punctuated with full stops and commas on some occasions.
6-7	<ul style="list-style-type: none"> • Response is relevant to the question/picture prompt. • Can write a short text, with some attempts at providing evidence and relevant examples as appropriate, with some success. • Demonstrates some understanding of text structure with mostly relevant paragraphing. • Some elements of text type are present; some are well developed. • Does not state an opinion and / or opinion is unclear (explanation text). • Does not meet minimum length requirement (3 paragraphs only). 	<ul style="list-style-type: none"> • Can construct a variety of full sentences with some success. • Most basic and some compound sentences are error free, but attempts at more complex structures usually result in error. This sometimes affects meaning. • Some errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. • There are attempts at self-correction, with some success. 	<ul style="list-style-type: none"> • Can use a suitable range of vocabulary to suit purpose. • Attempts to use less common words usually result in error, which sometimes causes confusion. 	<ul style="list-style-type: none"> • Problems with punctuation and capitalisation persist, with 3-4 errors, namely capitalisation. • Some less frequently encountered words contain errors. • Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
7-8	<ul style="list-style-type: none"> • Response is relevant to the question/picture prompt. • Can write a mostly cohesive and logical text, including evidence and relevant examples as appropriate. • Demonstrates understanding of text structure with relevant paragraphing. • All elements of text type are present; most are well developed. • Opinion is clearly stated (explanation text). • Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> • Can construct a variety of full sentences. • Majority of basic and compound sentences are error free, but more complex structures usually result in error. Meaning remains clear. • A few errors with parts of speech (e.g., prepositions, adverbs or adjectives) and subject-verb agreement persist. 	<ul style="list-style-type: none"> • Can accurately use a sufficient range of language to suit purpose and context, though errors may occur with word choice and/or word forms. • Meaning remains clear. 	<ul style="list-style-type: none"> • The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. • Some less frequently encountered words may contain spelling errors. • Lists are accurately capitalised and punctuated with full stops and commas on most occasions.
8-9	<ul style="list-style-type: none"> • Response is relevant to the question/picture prompt. • Can write a cohesive, logical text, including evidence and relevant examples as appropriate. • Demonstrates understanding of text structure with relevant paragraphing. • All elements of text type are present; most are well developed. • Opinion is clearly stated (explanation text). • Meets minimum length requirement (4 paragraphs). 	<ul style="list-style-type: none"> • Can construct a variety of full sentences. • Majority of basic and compound sentences are error free, but more complex structures often result in error. Meaning remains clear. • Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) persist. 	<ul style="list-style-type: none"> • Can accurately use a wide range of language to suit purpose and context on most occasions. 	<ul style="list-style-type: none"> • The majority of text is error-free, with only 1-2 errors in punctuation or capitalisation. • Can apply common punctuation items and rules of capitalisation, including ellipses and brackets, with some flexibility to show meaning. • Some less frequently encountered words may contain spelling errors. • Lists are accurately capitalised and punctuated with full stops and commas.
9-10	<ul style="list-style-type: none"> • Response is relevant to the question/picture prompt. • Can write a cohesive, logical text, including evidence and relevant examples as appropriate. • Demonstrates clear understanding of text structure with relevant paragraphing. • All elements of text type are well developed. • Opinion is clearly stated (explanation text). • Exceeds minimum length requirement (more than 4 paragraphs). 	<ul style="list-style-type: none"> • Can construct a variety of full sentences. • Basic and compound sentences are error free, but more complex structures may contain some errors. Meaning remains clear. • Few errors with parts of speech (e.g., prepositions, adverbs or adjectives) may persist. 	<ul style="list-style-type: none"> • Can accurately use a wide range of language to suit purpose and context. • Shows some creativity. • Can flexibly use language to engage reader and create interest. • Demonstrates awareness of idiomatic and colloquial language. 	<ul style="list-style-type: none"> • Text is error-free. • Can apply all common punctuation items and rules of capitalisation with flexibility to convey meaning. • Lists are accurately capitalised and punctuated with full stops and commas.