

## KS3 (Writing) Assessment Criteria – Year 8 Victorian Non-fiction

	<b>Content (Communication of ideas)</b>	<b>Organisation (Paragraphing, connectives, text form and structure)</b>	<b>Technical Accuracy (Sentence structure, punctuation, grammar, vocabulary and spelling)</b>
<b>8 Emerging</b>	1.1 Simple success in communication of ideas 1.2 Simple awareness of purpose, audience and form 1.3 Simple vocabulary	1.1 One or two relevant ideas simply linked 1.2 Increasing use of paragraphs but may be inconsistent 1.3 Little evidence of simple structural features 1.4 Little evidence of simple rhetorical features used	1.1 Some evidence of basic punctuation 1.2 Simple range of sentence forms 1.3 Occasional use of standard English with limited control of agreement 1.4 Accurate basic spelling 1.5 Simple use of vocabulary
<b>8 Developing</b>	2.1 Communicates with coherent ideas 2.2 Attempts to match purpose, audience and form 2.3 Begins to vary vocabulary	2.1 Some linked and relevant ideas 2.2 Attempts to write in paragraphs with some discourse markers, although not always appropriate 2.3 Attempts to use a range of structural features 2.4 Attempts to use a range of rhetorical features	2.1 Some control of a range of punctuation is used 2.2 Attempts a variety of sentence forms 2.3 Some use of standard English appropriately with some control of agreement 2.4 Some accurate spelling of more complex words 2.5 Varied use of vocabulary
<b>8 Securing</b>	3.1 Communication is clear 3.2 Tone, style and register generally matched to purpose, audience and form 3.3 Vocabulary increasingly chosen for effect	3.1 Writing has a range of connected ideas 3.2 Usually coherent paragraphs with a range of discourse markers 3.3 Usually effective use of structural features, although these may seem mechanical and less well integrated 3.4 Effective use of rhetorical features	3.1 Range of punctuation is used successfully 3.2 Uses a variety of sentence forms 3.3 Always uses standard English appropriately 3.4 Generally accurate spelling, including complex and irregular words 3.5 Ambitious vocabulary
<b>8 Mastering</b>	4.1 Communication is consistently clear and effective 4.2 Tone, style and register matched to purpose, audience and form 4.3 Vocabulary deliberately chosen for effect	4.1 Writing is engaging with a range of connected ideas 4.2 Paragraphs are coherent and linked with an increasingly wide range of discourse markers 4.3 Effective use of structural features 4.4 Consistent use of rhetorical features for effect	4.1 Wide range of punctuation is used 4.2 Uses a full range of appropriate sentence forms 4.3 Uses standard English consistently and appropriately with controlled grammatical structures 4.4 Advanced words are spelt accurately 4.5 Increasingly sophisticated use of vocabulary
<b><u>WWW:</u></b>	<b><u>CTG/Improvements:</u></b>		
	<ol style="list-style-type: none"> <li>1. Correct your SPaG errors five times.</li> <li>2. Use at least five different examples of rhetorical language in your work. E.g. repetition, alliteration, pronouns, facts, opinion, rhetorical question, exaggeration or emotive language, statistics and triples.</li> <li>3. Use at least three different examples of structural techniques in your work. E.g. holophrastic sentence, repetition or juxtaposition.</li> <li>4. Build ethos into your argument and include quotations from experts or Victorian prisoners.</li> <li>5. Incorporate a range of more advanced vocabulary.</li> <li>6. Teacher choice:</li> </ol>		