

Levels of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B1 C1	B2 C2	B3 C3
Level 4	<ul style="list-style-type: none"> <li>Demonstrates understanding of the task</li> <li>Suitably-chosen topic</li> <li>Engages reader interest/anticipation, eg. orientation hooks the reader</li> <li>Meaning consistently clear</li> <li>Expresses a consistent personal voice</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate blog conventions (date and time/reply)</li> <li>Build up/modulation of excitement of information</li> <li>Extended retelling, Detailed information</li> <li>Elaborates emotions and responses to events</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows little or no reliance on text level scaffolding to accomplish all stages of the text structure</li> <li>Text stages include: orientation; events in chronological order; personal comment</li> <li>Paragraph structure</li> <li>Sequence of ideas and events</li> <li>Cohesion through repeated phrases</li> <li>Cohesion through personal and possessive pronoun reference</li> <li>Extended description</li> <li>Concluding personal comments/statement</li> </ul>	<ul style="list-style-type: none"> <li>Clauses/phrases describing the past</li> <li>Simple, compound and complex sentences</li> <li>Extended noun groups</li> <li>Time phrases</li> <li>Modals of possibility</li> <li>Manipulates tense system to write about past and present appropriately</li> <li>Consistent subject-verb agreement</li> <li>Superlative forms</li> <li>Coordinating and subordinating connectives</li> <li>Appropriate articles</li> <li>Appropriate prepositions</li> <li>Few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of topic specific vocabulary</li> <li>May use colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of High frequency words</li> <li>Attempts complex spelling</li> <li>Uses appropriate punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Flexible use of framework to plan, elaborate on and communicate own ideas</li> <li>Little or no use of teacher support to complete writing</li> <li>Uses word attack skills for spelling</li> <li>Independent use of references to extend vocabulary range in writing</li> <li>Uses self, peer and teacher feedback to improve writing</li> <li>Plans writing before beginning</li> <li>Little or no reliance on linguistic scaffolding</li> <li>Self-corrects, inserts missing words, adds additional, clarifying information</li> </ul>			
Level 3	<ul style="list-style-type: none"> <li>Demonstrates understanding of the task</li> <li>Provides detailed information</li> <li>Appeals to reader</li> <li>Elaborates situations</li> <li>Generally clear meaning</li> <li>Identifiable personal voice</li> </ul>	<ul style="list-style-type: none"> <li>Understands blog text type and purpose</li> <li>Extended retelling</li> <li>Describes emotions in response to events</li> </ul>	<ul style="list-style-type: none"> <li>Little or no reliance on text level scaffolding for text structure</li> <li>Orients the reader with relevant details, progression</li> <li>Sequence of events with description</li> <li>Concluding personal comment</li> </ul>	<ul style="list-style-type: none"> <li>Simple, compound &amp; complex sentences</li> <li>Attempts to use modals of possibility</li> <li>Simple and continuous past tense verb forms</li> <li>Subject-verb agreement</li> <li>Time markers and phrases</li> <li>Occasional grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of topic-specific vocabulary</li> <li>May use colloquial language</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of High frequency words</li> <li>Attempts complex spelling</li> <li>General control of basic punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Uses task stimulus to plan and communicate own ideas</li> <li>Attempts spelling of challenging words</li> <li>Independent use of dictionaries to check spelling</li> <li>Uses peer and teacher feedback to improve writing</li> <li>Clarifies the task before beginning</li> <li>Little or no reliance on linguistic scaffolding</li> <li>Self-corrects grammar or spelling</li> </ul>			
Level 2	<ul style="list-style-type: none"> <li>Demonstrates some understanding of the task</li> <li>Recounts experiences</li> <li>Meaning not always clear</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some understanding of text type and purpose</li> <li>Factual retelling with little elaboration</li> </ul>	<ul style="list-style-type: none"> <li>Reliance on text level scaffolding for text structure</li> <li>Identifiable recount text structure (orientation/ recount/comment)</li> <li>Sequence of events</li> <li>Sequential markers</li> <li>Paragraphing</li> <li>Concluding personal comment</li> </ul>	<ul style="list-style-type: none"> <li>Some control of sentence grammar</li> <li>Simple &amp; compound sentences</li> <li>Regular subject-verb agreement</li> <li>Variable regular and irregular past tense verb forms</li> <li>Personal and possessive pronouns</li> <li>Variable use of articles</li> <li>First and third person subject-verb agreement</li> <li>Some time markers and phrases</li> <li>Some grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant topic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Correct letter forms</li> <li>Variable spelling of familiar words</li> <li>Assisted spelling of unfamiliar words</li> <li>Phonetic spelling</li> <li>Variable sentence punctuation</li> <li>Upper and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Uses text model/framework to plan and scaffold writing</li> <li>Uses teacher support to complete writing</li> <li>Uses set sentence starters</li> <li>Uses L1 sentence patterns</li> <li>Uses print environment to spell familiar words</li> <li>Phonetic or assisted spelling of unfamiliar words</li> <li>Assisted use of dictionary to check spelling</li> <li>Some reliance on linguistic scaffolding</li> <li>Uses teacher feedback to improve writing</li> </ul>			
Level 1	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of the task</li> <li>Includes relevant information</li> <li>Meaning often unclear</li> <li>Topic may not engage reader</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited Understanding of text type or purpose</li> <li>Simple retelling</li> </ul>	<ul style="list-style-type: none"> <li>Strongly reliant on modelled text structure for all stages of text</li> <li>Identifiable elements of recount (e.g. orientation)</li> <li>Sequencing of events</li> <li>Personal comment</li> </ul>	<ul style="list-style-type: none"> <li>Varying control of sentence grammar</li> <li>Simple sentences</li> <li>Run-on and/or incomplete sentences</li> <li>Variable past tense verb forms</li> <li>Attempted reason clauses</li> <li>Coordinating conjunctions</li> <li>Time phrases</li> <li>Omits articles</li> <li>Makes frequent grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited topic vocabulary</li> <li>Only uses familiar words</li> </ul>	<ul style="list-style-type: none"> <li>Correct letter forms</li> <li>Inaccurate spelling of high frequency words</li> <li>Attempted, phonetic spelling of high frequency words</li> <li>Little punctuation</li> <li>Some use of upper and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Uses text model/ framework to plan scaffold writing</li> <li>Relies on teacher support to complete writing</li> <li>Uses L1 words</li> <li>Attempts phonetic spelling for unknown words</li> <li>Accurate copying of words, phrases, sentences</li> <li>Relies on supplied topic specific vocabulary</li> <li>Refers to dictionary, teacher to check spelling</li> <li>self-corrects on rereading</li> </ul>			