

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