

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, 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"> • Use 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 			