

Queen’s Park High School

Key Stage 3 Assessment

English – Reading

IA6 target.....

Year 7	Working Towards	Evidence	Meeting	Evidence	Exceeding	Evidence
Context	Awareness of how contextual factors might affect the text		Understanding of how contextual factors might affect the text		Explained response to how some contextual factors might affect the text	
Comparisons	Identify similarities and/or differences between texts		Explain similarities and/or differences between texts		Reference to some implicit links between texts	
Writers’ methods	Awareness of the writer’s use of language and structure with possible awareness of subject terminology		Identification of the writer’s use of language and structure with possible reference to subject terminology		Explanation of the writer’s use of language and structure with some reference to subject terminology	
Meanings and themes	Straightforward awareness of the text’s meanings/ideas/themes/content		Generalisations of the text’s meanings/ideas/themes/content		Explanation of the text’s meanings/ideas/themes/content with reference to some implicit links between texts	
Use of detail	Mostly organised response with use of some appropriate quotation		Organised response with use of appropriate quotation		Structured response with interpretations supported with some detail	

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Key Stage 3 Assessment

English – SPaG

IA6 target.....

Year 7	Working Towards	Evidence	Meeting	Evidence	Exceeding	Evidence
Spelling	Spelling some year 7 words correctly*		Spelling most year 7 words correctly*		Spelling all year 7 words correctly*	
Sentences	Understand and use a wide range of sentences including statements questions, commands and exclamatives. Understand and a range clause structures, sometimes varying their position within the sentence		Understand and use a wide range of sentences including statements questions, commands and exclamatives. Use semi colons and colon to mark the boundary between independent clauses.		Consistent use of a wide range of sentences including statements questions, commands and exclamatives. Use semi colons and colons to mark the boundary between independent clauses. Increasingly use sentence structure to have an impact on the reader.	
Punctuation	Making mostly correct use of commas (inverted, for clarity and parenthesis). Making some correct use of semi colons, dashes, colons and hyphens		Making correct use of commas (inverted, for clarity and parenthesis). Making correct use of semi colons, dashes, colons and hyphens		Making some effective use of commas (inverted, for clarity and parenthesis). Making some effective use of semi colons, dashes, colons and hyphens	
Grammar	Demonstrate familiarity with a range of word classes, their terminology and their use: nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners		Manipulate grammatical structures to make shifts in levels of formality and selecting verb forms for meaning and effect		Effective manipulation of grammatical structures to make shifts in levels of formality and selecting verb forms for meaning and effect	
Quality of writing	Writing is usually legible, fluent, clear and accurate.		Writing is consistently legible, fluent, clear and accurate.		Writing is always legible, fluent, clear and accurate. Writing is sustained.	

Marking Key

V – Vocabulary
 C – Coherence
 P – Purpose
 F – Form
 A – Audience
 NY – Not yet
 WT – Working towards
 M – Meeting
 E – Exceeding

Example annotations

WT7V – Working towards year 7 vocabulary
 M8C – Meeting year 8 coherence

Progress score

Working Towards: Score of -10
 Meeting – Score of 0
 Exceeding – Score of +5

Overall score example

Year 7 Score of -1
 M all apart from V (-1)