

Assessment of English: Levels for Key Stages 3 and 4

Name: _____

School: _____

Level		Date
Step 1 <i>A little access to curric. thru English</i>	<p>1.1 Uses gestures to respond to greetings and questions about themselves</p> <p>1.2 <u>Vocab</u>: can name frequently used classroom objects (book/pen/ door/etc.)</p> <p>1.3 <u>Instructions</u>: follows simple instructions based on classroom routines (e.g. Take your coat off)</p> <p>1.4 <u>Communication</u> – Echoes words/expressions drawn from class routines/social interactions to communicate meaning.</p> <p>1.5 <u>Structures (single words)</u>: Responds to simple questions (Do you want a drink?) with yes/no responses and expresses some basic needs using single words or phrases in English</p> <p>1.6 <u>Reading</u>: knows that in English print is read from left to right, recognises own name and familiar words, can identify some letters by shape and sound</p> <p>1.7 <u>Writing</u>: can write own name and familiar words</p>	
Step 2 <i>Some access to curric. thru. English - Eng. lang. learning needs are obvious</i>	<p>2.1 Copies talk that has been modelled</p> <p>2.2 <u>Vocab</u>: can name the most common objects/actions in school, home, street, etc. but many <u>obvious</u> gaps</p> <p>2.3 <u>Instructions</u>: can follow day to day instructions but needs support for more complicated instructions</p> <p>2.4 <u>Structures (phrases)</u>: initiates conversation - communicates using 3/4 word "telegraphic" sentences using verb stem only (me want book)</p> <p>2.5 <u>Stories/Communication</u>: can follow a well illustrated story – answers straightforward who/what/where questions but communication is hindered by differences from standard Eng. in almost every sentence</p> <p>2.6 Shows some control of English word order</p> <p>2.7 <u>Reading</u>: can read words and phrases learnt in different curriculum areas</p> <p>2.8 <u>Writing</u>: attempts to express meanings in writing, supported by oral work or pictures but uses only isolated words or very short phrases</p>	
Level 1 Threshold (1T) <i>Access to curric. thru. Eng but language learning needs are clear when assessed</i>	<p>3.1 <u>Vocab</u>: names objects/activities not in the immediate environment but obvious limitations in ability to elaborate - knows only main words (e.g. bike but <u>not</u> pedal mudguard etc.)</p> <p>3.2 <u>Instructions/input</u> - can follow general instructions and teacher input but misunderstandings are obvious</p> <p>3.3 <u>Communication</u>: conveys meaning through talk and gesture and can extend what they say with support. Speaks about matters of immediate interest in familiar settings – mostly uses only a single tense (usually the present tense) and word endings (e.g. -ed, -es, etc.) often missing</p> <p>3.4 <u>Structures (simple sentences)</u>: speech includes subject-verb-object sentences, is beginning to ask questions using inversion (Is he, am I, etc.) -, speech is sometimes grammatically incomplete at word/phrase level</p> <p>3.5 <u>Stories</u>: Can re-tell stories but the story often appears to be disjointed because of limitations in vocabulary, tenses, etc. – differences from standard English are still apparent.</p> <p>3.6 <u>Reading</u>: Can read a range of familiar words and identify initial and final sounds. With support, can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding</p> <p>3.7 <u>Writing</u>: With support can express meaning using simple sentences but with grammatical and spelling errors and lack of coherence</p>	

Secondary schools language levels cont.

<p>Level 1 Secure</p> <p>(1S)</p> <p><i>Competent in most social situations but has some limitations in meeting all the demands of the curriculum</i></p>	<p>4.1 <u>Vocab</u>: can understand most general vocab used by teachers but has some difficulties with subject and culturally specific words, etc</p> <p>4.2 <u>Instructions/input</u> – can usually follow general instructions/ teacher input/stories but sometimes misunderstands words and structures that are key to the story line, etc.</p> <p>4.3 <u>Structures (coordinated sentences)</u>: can use simple connectives (and, but, when, etc.) and can use more than one tense e.g. uses the past tense (I wrote) and future (I'm going to write) though not always accurately</p> <p>4.4 <u>Stories</u>: re-tells stories but more simply than original, lacking detail because of gaps in vocab, etc. some differences from standard English are still present</p> <p>4.5 Communication: speaks about matters of interest to a range of listeners and begins to develop connected utterances. What they say shows some grammatical complexity in expressing meaning, sustaining their contributions and the listeners' interest</p> <p>4.6 Reading: uses knowledge of letters/sounds/words to establish meaning when reading familiar texts aloud, sometimes with prompting. Comments on events or ideas in poems, stories and non-fiction</p> <p>4.7 <u>Writing</u>: Can express meaning using simple sentences unaided using simple grammatical structures but grammatical and spelling errors and lack of coherence still obvious</p>	
<p>Level 2</p> <p><i>Access to curriculum thru English but language learning needs seen occasionally</i></p>	<p>5.1 <u>Vocab</u>: rapidly developing vocab, is able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word</p> <p>5.2 <u>Instructions/input</u>: can follow teacher input, stories and sequences of instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns, etc.</p> <p>5.3 <u>Structures (complex sentences)</u>: can use subordinate clauses (who, which, that, etc.) and a number of tenses but a smaller range than expected for age</p> <p>5.4 <u>Communication</u>: can communicate with ease but will occasionally misunderstand others</p> <p>5.5 <u>Stories</u>: can re-tell story although may use simpler vocab. than original</p> <p>5.6 Reading: (NC level 2) can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction</p> <p>5.7 <u>Writing</u>: can produce independently different types of writing but with some errors omissions and limitations being seen (e.g. NC L2 - Writing communicates meaning, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences</p>	

NB: The actual QCA step level descriptors are in bold.

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