

Assessment grid			
Subject:	English	Year:	7
		Topic/module/theme:	Novel
Target direction	4	6	8(9)
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> <li>Beginning to comment on references more precisely</li> </ul>	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> <li>Clear explained/relevant comments on writer’s methods with some relevant use of subject terminology</li> </ul>	Enrichment/extension Features of work may include: <ul style="list-style-type: none"> <li>Developed response to task and <b>whole text</b> with judicious use of references</li> </ul>
<b>Secure</b> <i>Students must achieve competence in <b>all</b> statements before being judged ‘Secure’</i>	<b>Secure</b> Competency statements:  <i>Limited</i> <ul style="list-style-type: none"> <li>Familiarity with the text</li> <li>Some simple comments relevant to task ad text</li> <li>Simple references or relevant details</li> <li>Simple comments on explicit ideas</li> <li>Possible reference to subject terminology</li> <li>Simple comment on explicit ideas/contextual factors</li> </ul>	<b>Secure</b> Competency statements:  <i>Supported, relevant comments</i> <ul style="list-style-type: none"> <li>Supported response to task and text (answer question, referring to text)</li> <li>Attempt to make comments on references (explains quotes)</li> <li>Identification of writer’s methods</li> <li>Some reference to subject terminology</li> <li>Some awareness of implicit ideas / contextual factors (e.g. reference to refugee crisis)</li> </ul>	<b>Secure</b> Competency statements:  <i>Explained, structured comments</i> <ul style="list-style-type: none"> <li>Some explained response to task and whole text (refers to parts of text outside of extract)</li> <li>References used to support a range of relevant comments</li> <li>Explained/relevant comments on writer’s methods with some relevant use of subject terminology</li> <li>Identification of effects of writer’s methods on reader</li> <li>Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task (e.g. refers to Dickens’ political views or purpose of text)</li> </ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps <ul style="list-style-type: none"> <li>Student’s response may be vague with little knowledge of the play shown</li> </ul>	Significant gaps <ul style="list-style-type: none"> <li>Student’s response may be narrative or descriptive, with little or no reference to relevant detail</li> </ul>	Significant gaps <ul style="list-style-type: none"> <li>Student’s response is limited to identification rather than explanatory comments. Their references may be very narrow</li> </ul>

Notes: KS4 target direction 4 is based on a student working at grade G2, which translates to a secure Level 1 on GCSE Literature mark scheme.

KS4 target direction 6 is based on a student working at grade F2, which translates to a secure level 2 on GCSE Lit mark scheme.

KS4 target direction 8/9 is based on a student working at grade D3, which translates to a top level 3 on GCSE Lit mark scheme.