

Assessment grid			
Subject: English		Year: 8.6	
Topic/module/theme: Publisher's Intern			
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> • More consistently meets the purpose of the presentation 	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> • Becoming more sophisticated 	Enrichment/extension Features of work may include: <ul style="list-style-type: none"> • Becoming compelling and convincing (more ambitious).
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure Competency statements: <i>Some success</i> <ul style="list-style-type: none"> • expresses straightforward ideas / information / feelings, • makes an attempt to organise and structure his or her presentation, • makes an attempt to meet the needs of the audience, and • listens to questions / feedback and provides an appropriate response in a straight forward manner. 	Secure Competency statements: <i>Clear and consistent throughout</i> <ul style="list-style-type: none"> • expresses challenging ideas / information / feelings using a range of vocabulary, • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback responding formally and in some detail. 	Secure Competency statements: Shows sophistication in engaging with audience <ul style="list-style-type: none"> • expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary, • organises and structures his or her presentation using an effective range of strategies to engage the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps •	Significant gaps •	Significant gaps •

Notes: KS4 target direction 4 is based on a student working at grade F3, which translates to Lower Level 2 on GCSE English Language, Writing mark scheme.

KS4 target direction 6 is based on a student working at grade D3, which translates to Lower Level 3 on GCSE English Language, Writing mark scheme.

KS4 target direction 8/9 is based on a student working at grade C1, which translates to Upper Level 3 on GCSE English Language, Writing mark scheme.