

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2/C2	B3/C3	C4
Level 4	<ul style="list-style-type: none"> Shows strong understanding of task Report includes detailed information about numbers of students in activities Provides a clear statement of the purpose of the report Recommendations explicitly related to the data 	<ul style="list-style-type: none"> Uses impersonal tone to convey information and justification for recommendations Always uses vocabulary appropriate to formal report 	<ul style="list-style-type: none"> Some commentary as well as provision of elements of information report: <ul style="list-style-type: none"> - heading - purpose and nature of the text - presentation of information - recommendations Elements of text arranged in separate paragraphs within report, marked with topic sentences 	<ul style="list-style-type: none"> Use of simple, Compound and complex sentences Mostly accurate sentence structures Use of a range of verb tenses; simple present to describe the graph, use of simple past to describe what happened in the activities Uses a range of verb structures to add precision or nuance – <i>might be, pick, and replace</i> 	<ul style="list-style-type: none"> Use of an extensive range of vocabulary to express ideas Use of a range of words for quantities; numbers, <i>some a little bit</i> Appropriate use of adverbs to provide comment – <i>only, just, too</i> 	<ul style="list-style-type: none"> Writing is clear Appropriate capitalisation Paragraphs clearly marked and appropriately laid out Wide range of punctuation elements used appropriately 	<ul style="list-style-type: none"> Effectively uses text framework to structure writing Experiments with a range of ways of expressing ideas 			
Level 3	<ul style="list-style-type: none"> Shows understanding of task Report provides and explains information about numbers of students in activities Limited statement of the purpose of the report Recommendations clearly related to the data 	<ul style="list-style-type: none"> Uses impersonal tone for presentation of data, personal tone for recommendations Uses vocabulary appropriate to formal report 	<ul style="list-style-type: none"> Provision of elements of information report: <ul style="list-style-type: none"> - heading - purpose and nature of the text - presentation of information - recommendation Elements of text arranged in separate paragraphs within report 	<ul style="list-style-type: none"> Uses simple, compound and complex sentences Mostly accurate sentence structures Uses modal <i>should</i> in giving recommendation Some use of comparative structures – <i>more girls ... than boys</i> 	<ul style="list-style-type: none"> Use of a wider range of words to express ideas Numbers used for quantities, along with other terms such as <i>half, not so many</i> Some attempts to use of adverbs to provide comment – <i>only, just</i> 	<ul style="list-style-type: none"> Writing is clear Appropriate capitalisation Paragraphs and punctuated Use of more sophisticated punctuation elements – colons to list items, dot points 	<ul style="list-style-type: none"> Uses text framework to structure writing Uses list to help report data 			
Level 2	<ul style="list-style-type: none"> Shows basic understanding of task Report includes information about numbers of students in activities Limited statement of the purpose of the report Limited statement of recommendations 	<ul style="list-style-type: none"> Uses objective, impersonal tone Occasional use of informal language for some words – <i>kids for children or students</i> 	<ul style="list-style-type: none"> Partial provision of elements of information report: <ul style="list-style-type: none"> - heading - purpose and nature of the text - presentation of information - recommendations Elements of text marked at sentence level, but no in different sections of text 	<ul style="list-style-type: none"> Uses simple and compound sentences Uses mostly appropriate sentence structures Some subject-verb agreement errors Nouns marked as plural Determiner pluralisation errors – <i>this activities</i> 	<ul style="list-style-type: none"> Use of vocabulary from graph, and some additional terms – <i>like best and don't like</i> Numbers used for quantities with attempts to use adverbs, such as <i>only</i> to provide comment 	<ul style="list-style-type: none"> Writing is well-spaced and appropriately sized Appropriate capitalisation Use of more punctuation elements – colons to list items Use of basic punctuation 	<ul style="list-style-type: none"> Uses text framework to structure writing 			
Level 1	<ul style="list-style-type: none"> Shows some understanding of task Report includes some information about numbers of students in activities, Attempted statement of the purpose of the report and recommendations 	<ul style="list-style-type: none"> Mostly objective, impersonal tone, but some personal elements Frequent use of informal language for some words – <i>kids for children or students</i> 	<ul style="list-style-type: none"> Limited provision of elements of information report: <ul style="list-style-type: none"> - heading - purpose and nature of the text - presentation of information - recommendations No clear demarcation of different elements 	<ul style="list-style-type: none"> Uses simple sentences Not all sentences are complete or convey a complete idea Noticeable subject-verb agreement errors Some errors in marking of plurals – <i>the boy and girl</i> 	<ul style="list-style-type: none"> Vocabulary mostly limited to words on the graph Numbers used for quantities 	<ul style="list-style-type: none"> Writing clearly legible Some errors of capitalisation Some errors of spelling high frequency words Some basic punctuation errors 	<ul style="list-style-type: none"> Attempts to use text framework to structure writing Extensively uses one sentence prompt to report data – <i>I found out</i> Circumlocution of unknown terminology – <i>This piece of paper</i> Uses answers to teacher's prompt questions to write parts of the text 			