

Levels of achievement	Communication	Cultural conventions of texts	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"> Communicates interest in the position, which is clearly identified (position number, place of advertisement) Demonstrates a clear understanding of the task requirements Describes qualifications and experience, and relates them to the specific duties of the position Provides full contact details and referees 	<ul style="list-style-type: none"> Demonstrates a clear understanding of the text type and purpose Describes own attributes, qualifications and experience related to the position Provides statement of attributes confident, but not overstated Shows suitable formality and respect in tone of letter 	<ul style="list-style-type: none"> Includes complete elements of formal job application, address, addressee, greeting sub heading, sign off Generally well formatted, including layout of elements 	<ul style="list-style-type: none"> Uses a range of different sentence structures Uses of a range of appropriate verb forms and tenses 	<ul style="list-style-type: none"> Uses words related to the position and role and experience Uses a range of adjectives and adverbs to describe attributes 	<ul style="list-style-type: none"> Appropriate capitalisation Appropriate punctuation Accurate spelling Appropriate sentence and paragraph units 	<ul style="list-style-type: none"> Flexible use of framework to plan and elaborate ideas Little or no use of teacher support to complete writing Attempts complex spelling Extends ideas gained from class interaction Uses word attack skills for spelling Use of references to extend vocabulary range in writing Makes use of self, peer and teacher feedback to improve writing 			
Level 3	<ul style="list-style-type: none"> Communicates interest in the position, which sk requirements Describes qualifications and experience, and relates them to the nature of the position Provides contact details and referee, but not all information provided 	<ul style="list-style-type: none"> Demonstrates an understanding of the text type and purpose Refers to attributes and experience relevant to the position Statement of attributes sounds confident, but also overstated Mostly suitable formality and respect in tone of letter 	<ul style="list-style-type: none"> Elements of formal job application: address, addressee, date, subheading, sign off Generally appropriate formatting of letter, with some errors 	<ul style="list-style-type: none"> Clear and appropriate marking of sentences Some problems of sentence structure Appropriate use of a range of tenses, present past and modals Some tense and verb form errors Some errors in article use 	<ul style="list-style-type: none"> Use of some words relevant to job application Use of words for specific skills and attributes e.g. <i>Independently well-organised</i> 	<ul style="list-style-type: none"> Mostly appropriate capitalisation Some spelling errors Some punctuation errors Well formed, if brief paragraphs 	<ul style="list-style-type: none"> Use of text framework to plan and communicate own ideas Selective use of teacher support Uses ideas gained from class interaction Repertoire of grammatical patterns Attempted spelling of challenging words Independent use of dictionaries to check spelling Makes use of peer and teacher feedback to improve writing Self-correction 			
Level 2	<ul style="list-style-type: none"> Position is explicitly identified Demonstrates some understanding of the task requirements Describes experience relevant to the position Statement of suitability for the position Limited contact information e.g. Address 	<ul style="list-style-type: none"> Demonstrates some understanding of the text type and purpose gives reasons for being considered for the job Refers to experience, but also overstates suitability e.g. <i>i'm perfect for this job, i made a video game and it was great</i> Some formal elements, but overall personal style of writing 	<ul style="list-style-type: none"> Some elements of formal application letter: address, nature of the position, greeting, listing of information, signature Some formatting elements of letter of application, but layout conventions not always followed 	<ul style="list-style-type: none"> Mostly appropriate sentence structure, but short sentences Some sentences marked, but still some errors in sentence structure e.g. <i>i'm perfect for this job. Because i was many times delivered</i> Some incorrect forms of words e.g. <i>Some times, carefull</i> (sic) as adverb, <i>delivery</i> as verb Use of correct verb forms, including simple present, past and some use of modals, but some errors e.g. <i>i was many times delivered.. i get best price</i> 	<ul style="list-style-type: none"> Some use of terminology related to employment <i>skills, i can</i> Some use of colloquial rather than formal vocabulary e.g. <i>I get the high levels</i> 	<ul style="list-style-type: none"> Some errors of capitalisation, and punctuation Attempt at using dot points, but used too often Some spelling errors in hfw e.g. <i>Carefull, (s)mall</i> Uses paragraph structure, not always appropriately 	<ul style="list-style-type: none"> Use of text model/framework to plan and scaffold writing Use of teacher support to complete writing Uses some ideas gained from class interaction Attempted spelling of unfamiliar words Repetition of sentence patterns/ formulas Use of I1 sentence patterns Uses print environment to write familiar words Phonetic or assisted spelling of unfamiliar words Assisted use of dictionary to check spelling Makes use of teacher feedback to improve writing Attempted self-correction 			
Level 1	<ul style="list-style-type: none"> Communicates interest in the position, which is named Demonstrates an understanding of the task and some of the requirements Statement of suitability or why applicant should be considered is largely framed in why the writer deserves to be offered the job No contact information 	<ul style="list-style-type: none"> Demonstrates limited awareness of the text type and purpose Gives reasons for being considered for the job Application has personal and conversational tone Overstates suitability <i>i am perfect for this job you will surely agree</i> 	<ul style="list-style-type: none"> Basic elements of letter format; address, greeting, signature No distinct formatting to signal formal application 	<ul style="list-style-type: none"> Run on sentences, many clauses linked by 'and' and 'so' Variable use of simple past and present tense verb forms 	<ul style="list-style-type: none"> Very little use of terminology related to skills or capacities 	<ul style="list-style-type: none"> Several spelling errors in <i>theoir, respnsiple, expect</i> (for except), <i>secrtery</i> Some capital letters used inappropriately <i>partner choose</i> No marking of sentences with capital letters and full stops Uses paragraphs but inappropriate structure and layout 	<ul style="list-style-type: none"> Extensive use of text model/ framework to plan scaffold writing Extensive use of teacher support to complete writing Uses some words from class interaction Attempted, phonetic spelling Some use of I1 words 			