



English Department: Depth Of Understanding Grades (DOUGs)

WHAT ARE DOUG GRADES IN ENGLISH?

In English, DOUGs represent our expectations for the grade a student will be working at by the end of Key Stage 3 (KS3), that is the end of Year 9. English assesses students across three areas: reading; writing; speaking and listening. The DOUG grade represents an average of these skills.



READING

+



WRITING

+



SPEAKING AND
LISTENING

=



DOUG

DOUGS ARE NOT GCSE PREDICTORS

The DOUG descriptors are specific to Key Stage 3 (KS3) and do not map or translate to GCSE grades: Key Stage 3 English, whilst providing a framework of skills and knowledge essential to GCSE study, is a very different curriculum.

EXAMPLE LEVELS



READING



WRITING



SPEAKING AND
LISTENING

2

Pupils are beginning to achieve a clear response to the text with explanations

Pupils are beginning to achieve clear writing that uses key skills

Pupils are beginning to achieve clear communication with some purpose with some attempt at using strategies

4

Pupils are beginning to achieve a detailed and developed analysis of the text

Pupils are beginning to achieve detailed writing that uses a range of effective skills, consistently and accurately

Pupils are beginning to achieve well organised communication that engages my audience with some strategies

6

Pupils are excelling in a detailed and developed analysis of the text

Pupils are excelling in detailed writing that uses a range of effective skills, consistently and accurately

Pupils are excelling at well organised communication that engages my audience with some strategies

8

Pupils are achieving a sustained evaluation of the text

Pupils are achieving thoughtful writing that uses a wide range of impressive skills with sophisticated elements and a high level of accuracy

Pupils are achieving thoughtful, carefully structured and responsive communication that engages the audience through a range of strategies



DETAIL...

The pages that follow go into increasing detail about how progress is assessed at Key Stage Three:

- Page 2 outlines how we arrive at grades for the each of the three areas of assessment
- Page 3 onwards explains the individual competencies that make up each of those grades

English Department: Key Stage Three Assessment Levels

HOW DO WE ASSESS PROGRESS AND UNDERSTANDING AT KEY STAGE THREE (Y7-9)?

In the first half term of Year 7, our pupils do a baseline test assessing their reading and writing skills to allow us to build a picture of their skills and knowledge. Thereafter each unit of work assesses reading, writing or spoken language skills over nine levels that span the whole of Key Stage Three.

Most units of work have two assessment points. The first is a 'formative' assessment where the criteria against which they are being assessed is explained to pupils and they receive feedback which gives them specific targets to focus on so they can make progress. Pupils are then given time to practise these skills, building to a second assessment point, the summative assessment, where they receive an overall level of progress, as well as understanding the finer skills that form this judgement.

SKILLS LADDERS

Our pupils are measured against a set of nine ability descriptors which mark their attainment. Across each assessment point, and Key Stage Three, our pupils aim to climb the ladder.



READING

- ✦ I am excelling in a sustained evaluation of the text
- ✦ I am achieving a sustained evaluation of the text
- ✦ I am beginning to achieve a sustained evaluation of the text
- ✦ I am excelling in a detailed and developed analysis of the text
- ✦ I am achieving a detailed and developed analysis of the text
- ✦ I am beginning to achieve a detailed and developed analysis of the text
- ✦ I am achieving a clear response to the text with explanations
- ✦ I am beginning to achieve a clear response to the text with explanations
- ✦ I am achieving some comprehension and some comment on the text



WRITING

- ✦ I am excelling in thoughtful writing that uses a wide range of impressive skills with sophisticated elements and a high level of accuracy
- ✦ I am achieving thoughtful writing that uses a wide range of impressive skills with sophisticated elements and a high level of accuracy
- ✦ I am beginning to achieve thoughtful writing that uses a wide range of impressive skills with sophisticated elements and a high level of accuracy
- ✦ I am achieving detailed writing that uses a range of effective skills, consistently and accurately
- ✦ I am beginning to achieve detailed writing that uses a range of effective skills, consistently and accurately
- ✦ I am achieving clear writing that uses key skills
- ✦ I am beginning to achieve clear writing that uses key skills
- ✦ I am achieving writing that uses some skills



SPEAKING AND LISTENING

- ✦ I am excelling in thoughtful, carefully structured and responsive communication that engages the audience through a range of strategies
- ✦ I am achieving thoughtful, carefully structured and responsive communication that engages the audience through a range of strategies
- ✦ I am beginning to achieve thoughtful, carefully structured and responsive communication that engages the audience through a range of strategies
- ✦ I am achieving well organised communication that engages my audience with some strategies
- ✦ I am beginning to achieve well organised communication that engages my audience with some strategies
- ✦ I am achieving clear communication with some purpose with some attempt at using strategies
- ✦ I am beginning to achieve clear communication with some purpose with some attempt at using strategies
- ✦ I am achieving some communication of ideas with some organisation

HOW DO WE ARRIVE AT AN OVERALL DESCRIPTOR?

Each area of assessment (Reading, Writing, Speaking & Listening) comprises different areas of assessment called assessment objectives (AO). Each assessment is marked against these, and an overall descriptor decided by best fit. The pages that follow show these in detail.

This system allows our pupils to see where they are with each specific skill; demonstrating their strengths and areas for improvement. With their teacher's guidance, our pupils can follow their pathway of progress, celebrating the successes they achieve whilst also identifying what they need to do to continue making the best progress of which they are capable.



READING

Planning AO: How carefully/independently pupils plan their work before beginning

Reading AO1: How pupils show their understanding of what they have read and studied

Reading AO2: How pupils write about a writer's choices and the effect these have on readers and/or audiences

Reading AO3: How pupils show their understanding of the connections between texts and the contexts in which they were written

Proofreading AO: How well/carefully pupils check and improve their finished work.



WRITING

Planning AO: How carefully/independently pupils plan their work before beginning

Writing AO1: How effective pupils' writing is

Writing AO2: How pupils organise and layout their writing

Writing AO3: How ambitious and accurate pupils' writing is

Proofreading AO: How well/carefully pupils check and improve their finished work.



SPEAKING AND LISTENING

SS&L AO1: How pupils speak

SS&L AO2: How pupils convey their ideas

SS&L AO3: How pupils organise their ideas

SS&L AO4: How pupils listen to, and participate in, discussions with their peers.



READING

Key Stage 3 Reading Assessment What skills have you achieved?

Skills levels → Criteria ↓	I am beginning to achieve...	I am achieving...	I am beginning to achieve...	I am achieving...	I am beginning to achieve...	I am achieving...	I am excelling in...	I am beginning to achieve...	I am achieving...	I am excelling in...
	some comprehension and some comment on the text		a clear response to the text with explanations		detailed and developed analysis of the text			a sustained evaluation of the text		
P1 Pre-assessment: How carefully you plan your work	<i>With support:</i> <input type="checkbox"/> With guidance, I am able to discuss the ideas for what my answer might include	<i>Sometimes, with support:</i> <input type="checkbox"/> I am able to summarise the discussions we have had in class out loud <input type="checkbox"/> I can explain my ideas for what my answer might include	<input type="checkbox"/> I am able to think about the question and understand the task without support <input type="checkbox"/> I have been able to fill in a plan given to me	<input type="checkbox"/> I have added my own ideas and quotes to a plan created in class <input type="checkbox"/> I know what the key words are in the question and plan to answer these	<input type="checkbox"/> I have used ideas from the plans we have made in class but have chosen the final structure myself	<input type="checkbox"/> I have included an introduction and conclusion using my own, thoughtful ideas <input type="checkbox"/> I know what the key words are in the question and my response is based around these	<input type="checkbox"/> I have planned my answer independently <input type="checkbox"/> I know what the key words are in the question and my response is based around these	<input type="checkbox"/> All of my points connect to each other and my essay has coherence and flow linked to the key words in the question	<input type="checkbox"/> I have created a personalised response (an argument) that addresses the key words in the question and refer back to this through my essay	<input type="checkbox"/> My introduction lays out a personal and conceptualised response which flows through all the ideas in my essay <input type="checkbox"/> My conclusion does not just recap my main ideas but brings my ideas together
R1: How you show your understanding of what you have read	<i>With support:</i> <input type="checkbox"/> I can verbally say what I like or dislike about the text in response to questions <input type="checkbox"/> I can follow the text and recall some simple ideas <input type="checkbox"/> I can remember things that have happened in the text to support my ideas	<i>Sometimes with support:</i> <input type="checkbox"/> I can verbally offer my opinion about the text <input type="checkbox"/> I can verbally explain what a writer has told me about a character <input type="checkbox"/> I am able to choose a quote to support my ideas, from a range of options <input type="checkbox"/> I can label the parts of a paragraph (quotes etc.) <input type="checkbox"/> I can write about the text in complete sentences	<input type="checkbox"/> I have identified some simple, obvious points about the text <input type="checkbox"/> I can explain what is suggested about a character or idea, but not explicitly said (inference) <input type="checkbox"/> I have included some evidence from the text but sometimes this is inaccurate or retells/paraphrases the narrative <input type="checkbox"/> I have used a writing frame to organise my writing	<input type="checkbox"/> I have clear ideas about the text <input type="checkbox"/> I have selected quotations that support my ideas <input type="checkbox"/> I have organised my ideas into paragraphs <input type="checkbox"/> My paragraphs follow a clear and sensible format (e.g. PEA)	<input type="checkbox"/> I have explained relevant ideas about the text <input type="checkbox"/> I have included my own ideas <input type="checkbox"/> I have carefully chosen short, suitable quotes to support my points <input type="checkbox"/> I have organised my work into clear paragraphs and used appropriate connectives to link my ideas	<input type="checkbox"/> I have used relevant topic sentences that begin to link ideas from across the text <input type="checkbox"/> I have used clear topic sentences to outline my paragraphs and show the organisation of my ideas	<input type="checkbox"/> I have used topic sentences that often link to ideas from across the text <input type="checkbox"/> I have varied the sentence types I have used to explain my ideas e.g. <i>complex sentences for complex ideas</i>	<input type="checkbox"/> I use some thoughtful and interesting topic sentences that link to ideas from across the text <input type="checkbox"/> I have begun to consider 'big ideas' in my analysis <input type="checkbox"/> I embed the quotations I have chosen confidently <input type="checkbox"/> I have experimented with using different paragraph structures to develop my ideas <i>If relevant:</i> I have made interesting and analytical comparisons between the ideas in two different texts	<input type="checkbox"/> I use consistently thoughtful and interesting topic sentences that link ideas from across the text <input type="checkbox"/> I write clearly about 'big ideas' in my analysis <input type="checkbox"/> I know when to use embedded quotations or other textual references to support the points I am making <input type="checkbox"/> I am confident using a personal style in my paragraphs that are fluent rather than formulaic <input type="checkbox"/> <i>If relevant:</i> I have made evaluative comparisons between texts	<input type="checkbox"/> I use developed topic sentences that link across the texts and build upon one another to create a detailed, conceptual response <input type="checkbox"/> I write confidently about 'big ideas' in my analysis
R2: How you write about the writer's choices and the effect these have on readers.	<i>Usually with support:</i> <input type="checkbox"/> I am able to say how words in a text make me feel <input type="checkbox"/> I am able to say how a character/event/moment in a text makes me feel	<i>Sometimes with support:</i> <input type="checkbox"/> I am able to spot and explain why the writer has used a certain word <input type="checkbox"/> I can verbally explain what a writer has told me about a character, but not explicitly said <input type="checkbox"/> I am able to explain my ideas out loud and then write it down clearly	<input type="checkbox"/> I have identified some features and/or simple language techniques <input type="checkbox"/> I have explained why the writer may have chosen certain words <input type="checkbox"/> I have made reference to the writer	<input type="checkbox"/> I have identified some language techniques and explained their effect in a general way (e.g. the use of repetition makes it memorable) <input type="checkbox"/> I am able to explain what a writer is suggesting through their word choice (inference) <input type="checkbox"/> I have explained the effect of a text on a reader in a general way (e.g. this makes the reader feel happy for Priya) <input type="checkbox"/> I have used the writer's surname to refer to them	<input type="checkbox"/> I have identified and analysed language used by the writer using some subject terminology <input type="checkbox"/> I have explained the effect of short quotes, including (where relevant) individual words <input type="checkbox"/> I have explained the effect of a text on a reader clearly <input type="checkbox"/> I have explained some structural aspects of the text	<input type="checkbox"/> I have explored language choices in quotes in detail and examined their effects <input type="checkbox"/> I have examined the effect of a text on a reader using clear examples from the text <input type="checkbox"/> I have begun to analyse a writer's structural choices (explaining how characters or ideas change/develop across a text) <i>If relevant:</i> I have commented on the form of the text and explained its effect on the reader's understanding	<input type="checkbox"/> I have begun to consider layers of meaning <input type="checkbox"/> I have begun to examine a writer's choice of language techniques clearly and, where relevant, offered multiple interpretations of a writer's language choices with confidence <input type="checkbox"/> I can explain how a reader's reaction might change or develop across a text, or how they are left feeling and offer explanations for this	<input type="checkbox"/> I have analysed layers of meaning <input type="checkbox"/> I have examined a writer's choice of language techniques clearly and, where relevant, offered multiple interpretations of a writer's language choices with confidence <input type="checkbox"/> I can explain how a reader's reaction might change or develop across a text, or how they are left feeling and offer explanations for this	<input type="checkbox"/> I have evaluated the effect of aspects of language, form and structure <input type="checkbox"/> I recognise that the text is consciously crafted and can explore how and why the writer has done this <input type="checkbox"/> I have compared how different readers/audiences might feel and why	<input type="checkbox"/> I have confidently and perceptively evaluated how the writer has communicated an idea through language, form and structure
R3: How you show your understanding of the connections between texts and the contexts in which they were written.	<i>Usually with support:</i> <input type="checkbox"/> I identify some obvious conventions of a text type (e.g. the use of 'Once upon a time' as the start of a fairy tale, or the use of a headline)	<i>Sometimes with support:</i> <input type="checkbox"/> I am aware that texts are set in different times and places and can discuss this	<input type="checkbox"/> I have added in some ideas about the writer and the time they lived in <input type="checkbox"/> I can explain the differences between the time of the text and now	<input type="checkbox"/> I have included some clear ideas about the historical, social and/or cultural context of the text and these are relevant to the point I am making	<input type="checkbox"/> I have included relevant ideas about the social and/or cultural context of the text and these are clearly linked to the point I am making	<input type="checkbox"/> I have linked the contextual information I have used to the effect had on the reader <i>If relevant:</i> I have commented on the genre of the text	<input type="checkbox"/> I have begun to explain how the context of the text can affect the reader's understanding of the ideas or characters <input type="checkbox"/> My contextual points are embedded into my essay	<input type="checkbox"/> I have clear understanding of how different readers/audiences might receive the text different based on their social or historical background <input type="checkbox"/> I can explain how and why a writer's ideas are relevant to a modern audience <input type="checkbox"/> I have explained how the genre of a text can affect the reader/audience's understanding <input type="checkbox"/> I have linked some of my points to generic features of the text e.g. The dark labyrinth is typical of a gothic setting		<input type="checkbox"/> I am able to evaluate how the social, historical and/or generic context of the text affects the meaning and/or the reader's understanding.
P2 Post-assessment: How well you check your work	<i>With support:</i> <input type="checkbox"/> I can verbally offer improvements to my written work when these have been identified for me	<i>Sometimes with support:</i> <input type="checkbox"/> I can verbally identify what I have done well and what I could have done differently	<input type="checkbox"/> I have identified words that I am not sure I have spelt correctly and underlined these with wiggly lines <input type="checkbox"/> I have identified what went well and what I could have done better and have labelled this on my work	<input type="checkbox"/> I have gone through my work and corrected spelling and punctuation errors <input type="checkbox"/> I have checked my target and shown where I have tried to meet this in my work	<input type="checkbox"/> I have gone through my work, added in connectives where necessary and improved my word choices, paragraphing and have used more ambitious vocabulary and punctuation choices (e.g. <i>semicolons</i>) <input type="checkbox"/> I have evaluated my topic sentences or introduction/conclusion and revised my ideas	<input type="checkbox"/> I have looked at my writing and independently worked out what I need to do to improve as a critical reader and noted this on my work <input type="checkbox"/> My proofreading is thorough	<input type="checkbox"/> I have evaluated my own writing and made changes which fit the purpose, tone and form of my writing.			



WRITING

Key Stage 3 Writing Assessment What skills have you achieved?

Skills levels → Criteria ↓	<i>I am working towards</i> I am achieving... writing that uses some skills	I am achieving... clear writing that uses key skills	I am beginning to achieve... I am achieving... I am excelling in... detailed writing that uses a range of effective skills, consistently and accurately	I am beginning to achieve... I am achieving... I am excelling in... thoughtful writing that uses a wide range of impressive skills with sophisticated elements and a high level of accuracy
P1 Pre-assessment: How carefully you plan your work	<i>With support:</i> <input type="checkbox"/> With guidance, I am able to discuss the ideas for what my answer might include	<i>Sometimes, with support:</i> <input type="checkbox"/> I am able to summarise the discussions we have had in class out loud <input type="checkbox"/> I can explain my ideas for what my answer might include	<input type="checkbox"/> I am able to think about the question and understand the task without support <input type="checkbox"/> I have been able to fill in a plan given to me	<input type="checkbox"/> I have added my own ideas to a plan created in class
W1: How effective your writing is	<i>With support:</i> <input type="checkbox"/> I have written some simple ideas on the page <input type="checkbox"/> I have added some ideas to a piece of writing given to me	<i>Sometimes, with support:</i> <input type="checkbox"/> I have used adjectives and verbs in my writing <input type="checkbox"/> I am aware of the purpose of my writing <input type="checkbox"/> I have used ideas from a model piece of writing	<input type="checkbox"/> I am beginning to use some relevant ideas of my own in my writing <input type="checkbox"/> I am aware of the purpose of my writing and am using some conventions of the form (e.g. headlines for an article) <input type="checkbox"/> I have created a character and/or setting which suits the style of the writing <input type="checkbox"/> I have tried to use some literary techniques in my writing (e.g. similes, alliteration)	<input type="checkbox"/> I have used some simple, original ideas <input type="checkbox"/> I am aware of the purpose of my writing and am using simple conventions of the form (headlines etc.) <input type="checkbox"/> I have attempted to use a range of literary devices
W2: The organisation of your writing	<i>With support:</i> <input type="checkbox"/> I can put my ideas into a piece of writing <input type="checkbox"/> I am able to write a complete paragraph <input type="checkbox"/> I have used simple sentences accurately in my writing	<i>Sometimes, with support:</i> <input type="checkbox"/> I can use // to put paragraphs into a piece of writing I have been given <input type="checkbox"/> I have used a writing frame to help me write in an order <input type="checkbox"/> I can complete a simple piece of writing based on a prompt I have been given <input type="checkbox"/> I have used simple connectives (and, but and so) to create compound sentences	<input type="checkbox"/> I am able to divide up my own writing into units using // <input type="checkbox"/> I have used simple and compound sentences accurately	<input type="checkbox"/> I have divided my writing into paragraphs <input type="checkbox"/> I have begun to use complex sentences with some accuracy <input type="checkbox"/> I have stayed in the right tense and the right person (unless you are experimenting with flashbacks etc.)
W3: How ambitious and accurate your writing is	<i>With support:</i> <input type="checkbox"/> I have used clear spaces between words <input type="checkbox"/> I have used full stops at the end of some sentences and/or paragraphs <input type="checkbox"/> I have tried to make all my letters the right size and in the right place on the line	<i>Sometimes, with support:</i> <input type="checkbox"/> I have used consistent spacing between words <input type="checkbox"/> I have mostly used capital letters for 'I' and names and places (proper nouns) <input type="checkbox"/> I have used full stops to end most of my sentences <input type="checkbox"/> I have made sure that all my letters are the right size and in the right space on the line	<input type="checkbox"/> I have used apostrophes mostly accurately for contractions (don't) and possession (Abisha's shoes) <input type="checkbox"/> I have used capital letters and full stops accurately <input type="checkbox"/> I have mostly used commas accurately <input type="checkbox"/> My writing is mostly legible, but difficult to read in places	<input type="checkbox"/> I have used a range of paragraph lengths for effect, mostly accurately <input type="checkbox"/> I have used appropriate connectives/discourse markers at the start of paragraphs and followed these with a comma <input type="checkbox"/> I have varied the lengths of my paragraphs for effect with accuracy <input type="checkbox"/> I have used a range and variety of paragraph beginnings <input type="checkbox"/> I have used sentences with fronted adverbial phrases correctly (e.g. After dark, Sami left) <input type="checkbox"/> I am beginning to match my sentence types to the effects I would like to achieve
P2 post-assessment: How well you check your work	<i>Usually, with support:</i> <input type="checkbox"/> I can verbally offer improvements to my written work when these have been identified for me	<i>Sometimes, with support:</i> <input type="checkbox"/> I can verbally identify what I have done well and what I could have done differently	<input type="checkbox"/> I have corrected my use of apostrophes (especially if I have used them for plurals!) <input type="checkbox"/> I have identified what went well and what I could have done better and label this on my work <input type="checkbox"/> I have identified words that I am not sure I have spelt correctly and underlined these with wiggly lines	<input type="checkbox"/> I have chosen my adjectives, verbs and adverbs carefully <input type="checkbox"/> I have punctuated dialogue accurately <input type="checkbox"/> I have begun to vary my punctuation to try to create effects <input type="checkbox"/> I have spelt most common words correctly <input type="checkbox"/> My handwriting is legible and easy to read
			<input type="checkbox"/> I have worked on my target and shown where I have tried to meet this in my work <input type="checkbox"/> I have gone through my work and corrected spelling and punctuation errors <input type="checkbox"/> I have looked at the verbs I have chosen and made improvements to make them convey exactly what I mean (e.g. changing 'I yelled' to 'I bellowed')	<input type="checkbox"/> I have used sentences with embedded clauses accurately
			<input type="checkbox"/> I have tried to use some interesting vocabulary <input type="checkbox"/> I have tried to use some more ambitious punctuation (e.g. ellipses, semicolons) but not always accurately <input type="checkbox"/> I have spelt common words and homophones with accuracy	<input type="checkbox"/> I have experimented with structural features (cyclical, flashbacks) effectively <input type="checkbox"/> I have manipulated the lengths of my sentences for a particular effect which matches the tone and topic of my writing <input type="checkbox"/> I have created a cohesive piece of writing which has fluency across my paragraphs <input type="checkbox"/> In my non-fiction writing, I have created a consistent argument.
			<input type="checkbox"/> I have used a wide range of ambitious vocabulary accurately <input type="checkbox"/> I have used the full range of punctuation with a high level of accuracy and for effect <input type="checkbox"/> My spelling is accurate throughout, including very complex words	<input type="checkbox"/> I have experimented with structural features (cyclical, flashbacks) with some success <input type="checkbox"/> I have used a variety of sentence lengths and types in my writing to create effects with consistent success
			<input type="checkbox"/> I have used a wide range of ambitious vocabulary accurately and for effect <input type="checkbox"/> I have used the full range of punctuation with a high level of accuracy and for effect <input type="checkbox"/> My spelling is accurate throughout, including very complex words	<input type="checkbox"/> I have manipulated the structure of my sentences and/or paragraphs with techniques (e.g. anaphora) and the placement of subordinate clauses for a particular effect which matches the tone and topic of my writing.
			<input type="checkbox"/> I have crafted punctuation to create particular effects (e.g. using a colon to present a key idea, using a semicolon or colon to indicate causation) <input type="checkbox"/> I have judiciously used vocabulary to create subtle and sophisticated patterns which match the tone and genre/form or my writing	<input type="checkbox"/> I have gone through my work, added in connectives where necessary and improved my word choices, paragraphing and have used more ambitious vocabulary and punctuation choices (e.g. semicolons) <input type="checkbox"/> I have made some changes to try to ensure that my language use is original and imaginative
			<input type="checkbox"/> I have looked at my writing and independently worked out what I need to do to improve as a critical reader and noted this on my work <input type="checkbox"/> I have been through my work and ensured that my structural choices are clear, and my language choices would affect my reader	<input type="checkbox"/> I have changed my work to include more ambitious and sophisticated vocabulary, punctuation and/or structure



SPEAKING AND LISTENING

Key Stage 3 Speaking and Listening Assessment What skills have you achieved?

Skills levels → Criteria ↓	I am working towards...	I am achieving...	I am beginning to achieve...	I am achieving...	I am beginning to achieve...	I am achieving...	I am excelling in...	I am beginning to achieve...	I am achieving...	I am excelling in...
	some communication of ideas with some organisation		clear communication with some purpose with some attempt at using strategies		well organised communication that engages my audience with some strategies			thoughtful, carefully structured, and responsive communication that engages the audience through a range of strategies		
S1: How you speak	With support: <input type="checkbox"/> I can sometimes respond non-verbally to directed questions	Sometimes with support: <input type="checkbox"/> I am sometimes able to respond to directed questions	<input type="checkbox"/> I can speak audibly and intelligibly <input type="checkbox"/> With some assistance, I can speak about a given topic <input type="checkbox"/> I am beginning to be able to share and explain my ideas	<input type="checkbox"/> I can show some confidence when speaking about topics that are of interest to me <input type="checkbox"/> I know that some situations require more formal ways of speaking than others do	<input type="checkbox"/> I know what standard English is and when it should be used <input type="checkbox"/> I can speak in some different situations	<input type="checkbox"/> I can speak and listen in a range of different situations <input type="checkbox"/> I generally use standard English, when appropriate	<input type="checkbox"/> I speak and listen confidently in a range of situations <input type="checkbox"/> I use standard English in formal situations consistently.	<input type="checkbox"/> I change the way I speak in a wide variety of different situations so that what I say is always appropriate <input type="checkbox"/> I use standard English fluently in formal situations	<input type="checkbox"/> I am confident speaking in all situations, even those that are new to me <input type="checkbox"/> I use standard English fluently and can assess when it is required	<input type="checkbox"/> I speak purposefully and convincingly in a range of contexts <input type="checkbox"/> I use standard English fluently and can assess when it is required, adapting it as necessary
S2: How you convey your ideas	With support: <input type="checkbox"/> I can non-verbally agree or disagree with ideas offered to me	Sometimes with support: <input type="checkbox"/> I can repeat some of the ideas that have been discussed with me or in class <input type="checkbox"/> I can sometimes use complete sentences to express these ideas	<input type="checkbox"/> I have some of my own ideas and can speak about these <input type="checkbox"/> I can use complete sentences to express these ideas	<input type="checkbox"/> I can explain some of my ideas <input type="checkbox"/> I am careful in the words that I choose	<input type="checkbox"/> I can explain my ideas <input type="checkbox"/> I have chosen some words deliberately for effect (e.g. <i>powerful verbs</i>)	<input type="checkbox"/> I express clear ideas/information/feelings <input type="checkbox"/> I have tried to use some interesting vocabulary	<input type="checkbox"/> I express developed ideas/information/feelings <input type="checkbox"/> When I speak, I vary my expression and vocabulary <input type="checkbox"/> I have included some rhetorical devices in my speaking (e.g. <i>rule of three</i>)	<input type="checkbox"/> I express thoughtful ideas/information/feelings <input type="checkbox"/> My vocabulary and expression are varied and lively when I speak	<input type="checkbox"/> I express challenging ideas/information/feelings <input type="checkbox"/> I use vocabulary precisely and creatively <input type="checkbox"/> I use intonation and emphasis for effect	<input type="checkbox"/> I express a wide range of sophisticated ideas/feelings/information <input type="checkbox"/> I use a sophisticated vocabulary <input type="checkbox"/> I use intonation and emphasis appropriate to the purpose I am trying to achieve <input type="checkbox"/> I have used an ambitious range rhetorical devices that are closely linked to my purpose
S3: How you organise your ideas				<input type="checkbox"/> I am able to follow a structure given to me	<input type="checkbox"/> I am able to order my ideas in a simple way	<input type="checkbox"/> There is a beginning, middle and an end to my presentation	<input type="checkbox"/> I am beginning to organise my presentation in a way that conveys my ideas clearly	<input type="checkbox"/> I organise my presentation thoughtfully and try to use some structural techniques	<input type="checkbox"/> I organise my presentation effectively using some structural techniques and have experimented with these	<input type="checkbox"/> I organise my presentation in a sophisticated way using a range of structural techniques linked to the purpose of my presentation and my audience
S4: How you listen to, and participate in, discussions	With support: <input type="checkbox"/> I am able to follow some of the discussion taking place, but I don't, or I rarely, contribute verbally	Sometimes with support: <input type="checkbox"/> I can listen to discussion and can give simple answers to questions from my peers	<input type="checkbox"/> I can listen to discussion and give clear answers to questions from my peers	<input type="checkbox"/> I sometimes make appropriate comments in discussions	<input type="checkbox"/> I can show that I have listened through asking questions	<input type="checkbox"/> I listen carefully in discussions and ask question that show I have engaged with what I have heard	<input type="checkbox"/> I listen carefully in discussions and often ask and answer questions that develop the idea of my peers	<input type="checkbox"/> I take an active part in discussions and can assume different roles based on what has been said	<input type="checkbox"/> I make significant contributions to discussions <input type="checkbox"/> I am able to listen sensitively and build on others' ideas	<input type="checkbox"/> I show that I have listened perceptively and can evaluate others' ideas <input type="checkbox"/> I am able to respond to questions with elaboration and further ideas