AOC Assessment Grid for Writing

	Task Achievement *relevance & appropriacy of ideas and examples, register, understanding of task*	Organisation *cohesion, coherence, paragraphing, textual fluency, punctuation*
10	□ task(s) almost fully achieved □ range of ideas and examples almost entirely relevant □ additional details provided □ awareness of target reader □ appropriate text length	□ clear organisation of ideas at text and sentence level □ ideas developed logically and coherently □ some idea of paragraphing (email) □ good use of a variety of linking devices □ text easy to follow throughout □ conventions of punctuation almost entirely observed
9		
8	□ task(s) largely achieved □ range of ideas and examples largely relevant □ some additional details provided □ some awareness of target reader □ appropriate text length	□ some organisation of ideas at text and sentence level □ ideas developed mainly logically and coherently □ some idea of paragraphing (email) □ good use of linking devices in some parts □ text easy to follow most of the time □ conventions of punctuation generally observed
7		
6	□ task(s) adequately achieved □ range of ideas and examples mainly relevant □ few additional details provided □ very little awareness of target reader □ appropriate text length	□ some organisation of ideas at sentence level □ ideas developed logically only in some places □ frequent use of simple linking devices (e.g. and, but, because) □ text difficult to follow in parts □ conventions of punctuation observed in some parts
5		
4	□ task(s) not always adequately achieved □ range of ideas and examples sometimes irrelevant □ hardly any additional details provided □ no awareness of target reader □ text length partly inappropriate	□ lack of organisation of ideas □ ideas often not presented logically □ limited and/or inappropriate use of simple linking devices □ large parts of text difficult to follow □ conventions of punctuation often not observed
3		
2	□ task(s) far from being achieved □ range of ideas and examples almost entirely irrelevant □ no additional details provided □ no awareness of target reader □ text length largely inappropriate	□ no organisation of ideas □ ideas often presented randomly □ hardly any use of simple linking devices □ large parts of text very difficult to follow □ conventions of punctuation hardly ever observed
1		
0	sample inadequate even to justify the lowest mark communication fails due to illegible handwriting	sample inadequate even to justify the lowest mark

AOC Assessment Grid for Writing

	Range *structures, vocabulary, appropriacy, flexibility*	Accuracy *structures, vocabulary, word order, spelling*
10	□ some use of more complex expressions and structures □ wide range of simple structures □ wide range of vocabulary for the tasks set □ nearly always expresses him/herself clearly and appropriately □ little repetition	□ almost entirely accurate use of a wide repertoire of simple structures □ largely accurate use of more complex structures and expressions □ word order mainly accurate □ errors (including spelling) hardly ever impair communication; no re-reading necessary
9		
8	□ a few attempts at more complex language □ fairly wide range of simple structures □ fairly wide range of vocabulary for the tasks set □ expresses him/herself largely clearly and appropriately □ little repetition	□ accurate use of most simple structures □ some accurate use of more complex structures and expressions □ word order mainly accurate □ errors (including spelling) hardly ever impair communication; hardly any re-reading necessary
7		
6	□ occasional attempts at more complex language □ adequate range of simple structures □ adequate range of vocabulary for the tasks set □ expresses him/herself mainly clearly and appropriately □ some repetition □ some inappropriate lifting from input	□ accurate use of some simple structures □ frequent errors with more complex structures and expressions □ word order sometimes inaccurate □ errors (including spelling) sometimes impair communication; re-reading of parts necessary
5		
4	□ limited range of simple structures □ limited range of simple vocabulary for the tasks set □ sometimes fails to express him/herself appropriately □ frequent repetition □ frequent inappropriate lifting from input	□ frequent errors even with simple structures and expressions □ any complex structures almost always inaccurate □ word order often inaccurate □ some errors (including spelling) significantly impair communication ; re-reading of large parts necessary
3		
2	□ very limited range of basic structures □ range of vocabulary inadequate for the tasks set □ frequently fails to express him/herself appropriately	□ very frequent errors even with simple structures and expressions □ word order often inaccurate □ communication seriously impaired and sometimes prevented; re-reading of entire text necessary
1		
0	sample inadequate even to justify the lowest mark	sample inadequate even to justify the lowest mark