Example KS3 levelled descriptors

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KS3 Example Descriptors: English Reading

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	Emerging	Developing	Securing	Advancing	Mastering
Understanding	Show little to no understanding of the text. Make a very basic comment on characters or plot which may contain errors or misunderstandings.	Make a general comment on characters or plot. Make some attempt to understand by making limited statements about the text.	Make some attempt to understand by making correct, explicit statements about the text.	Show some understanding of the main features of the text. Show an understanding of explicit (and possibly implicit) information with the use of a topic sentence that incorporates a relevant opinion on an aspect of the text.	Show a clear understanding of the text through clear but potentially unlinked arguments. Begins to develop topic sentences that show a clear link to references and the question.
Referencing	Make an attempt to identify important information/ moments in a text.	Select a reference from a text, not always appropriately.	Make general, appropriate references to the text. Summarise or paraphrase the text.	Select suitable references that are able to support opinions.	Select relevant references that are clearly linked to arguments. Begin to incorporate references into topic sentences.
Analysis	Comment on structure/ words/ references from the text.	Make some basic comments about the writer's use of language in the text. Give basic translation/ summary of meaning. Attempt to point out methods, maybe incorrectly.	Make some relevant comments about the writer's use of language in the text. Give a basic translation or summary of meaning. Correctly attempts to point out methods.	Make some relevant comments about words, phrases and/or grammatical choices made by the writer, identifying some techniques - inclusive of character as a device. Inclusive use of (but limited) use of simple conjunctions such as 'because, but, so'.	Make comments on structural features: "At the beginning of the novel... by the end... etc." Examine and explain some words, phrases and grammatical choices made by the writer and attempts to explain the effect of these, identifying some techniques where appropriate.
Context	No contextual understanding shown.	Make occasional simple comments about context, which may not be clearly linked or relevant.	Make some relevant comments about context and link it to the text (somewhat limited).	Make relevant links to context with direct links to the text.	Make insightful, relevant links to context, well supported with direct links to the text.

KS3 Example Descriptors: English Writing

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	Emerging	Developing	Securing	Advancing	Mastering
Content	Ideas are random and show little understanding of purpose, tone, audience and task. Basic vocabulary, rarely relevant to task. Rarely uses of figurative language.	Ideas are coherent, some are random. Shows some understanding of purpose, tone, audience and task, but inconsistent. Basic vocabulary, mostly relevant to task. Simple use of figurative language at points, but not consistent throughout.	Ideas are secure and match purpose, tone, audience and task most of the time. Vocabulary is relevant to task and there is some varied use of more ambitious vocabulary throughout. Some use of figurative language beyond adjectives and verbs in their writing. Might be using similes and/or alliteration.	Ideas are convincing and writing is purposeful, matching tone, audience and task. Ambitious vocabulary is consistently used throughout. Might be starting to use it for particular effects. Consistent use of purposeful figurative language throughout. Might show evidence of crafting for purpose.	Ideas are convincing and imaginative. Writing is purposeful and possibly even compelling. Writing is precisely matched to purpose, tone, audience and task throughout. High level vocabulary is consciously and consistently crafted for effect. Use-age is subtle and not over the top. Subtle use of a range of figurative language throughout, crafted for purpose throughout.
Organisation	Limited or no evidence of paragraphing. Might show evidence of linking using simple connectives.	Paragraphs are used, but randomly. Structure is not consistently coherent. Sentences are occasionally linked with simple connectives appropriate to task (time, spatial etc.)	Paragraphs are used with some consistency. Structure is coherent. Sentences are linked with simple connectives appropriate to task (time, spatial etc.)	Paragraphs are used consistently and structuring is coherent. Might show evidence of structure being used purposely for effect. Sentences and paragraphs are consistently linked with appropriate connectives throughout.	Paragraphing and structure are used purposefully. There is evidence of crafting for impact. Sentences and paragraphs are linked effectively throughout writing, at times to create impact. Evidence that student has thought about whole text structure to create impact.
Technical Accuracy	Some evidence of conscious punctuation (CL .) Simple sentence forms/starts. Some accurate basic spelling although homophones may not be consistently accurate. Limited control of grammatical structures (including tense, verb forms, s + v agreement, singulars and plurals).	Basic punctuation is secure however comma and apostrophe use may not be consistently secure. Some variation in sentence length/starts. Basic spelling, including homophones are spelled correctly most of the time. Control of grammatical structures however tense, verb forms and s + v agreement may not be consistent throughout).	A range of punctuation is used accurately most of the time. Range of sentence lengths and starts used consistently throughout. Basic spelling including homophones is secure. Spelling of more ambitious vocabulary is mostly accurate. Consistent control of grammatical structures including tense, verb forms and s + v agreement throughout.	Wide range of punctuation is used accurately. Might be starting to use punctuation for specific effect. Range of sentence lengths or starts, consciously crafted for effect. High level of accuracy in spelling more ambitious vocabulary. Evidence of conscious crafting for effect. Grammatical structures are secure. Might show evidence of experimentation with complex structures for purpose and/or effect.	Wide range of punctuation is used accurately and to create specific effect. Range of sentence lengths and starts, consciously crafted for effect. Almost faultless level of accuracy in spelling more ambitious vocabulary. Evidence of conscious crafting for effect throughout writing. Grammatical structures are consistently secure throughout. Shows evidence of experimentation with complex structures for purpose and/or effect..

KS3 Example Descriptors: Maths Y7

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	Emerging	Developing	Securing	Advancing	Mastering
	Demonstrates the following skills, & with significant support some of the developing skills.	Consistently demonstrates the following skills independently &, with support or scaffolding, demonstrates some of the securing skills.	Consistently complete tasks involving most of the following skills in direct questions with minimal support.	Consistently demonstrates Securing skills independently. Consistently demonstrates the following skills, with minimal support.	Demonstrate skills in complex or multistep contexts.
Number	Use all 4 basic operations on single digits. Recall times tables (1-12). Multiply & divide numbers by 1 to 12 without a calculator. Order positive integers.	Identify the value of a digit in a whole number & decimal. Round to 10, 100 & 1000, 1/10, 1/100 & 1/1000. Order positive & negative integers. Multiply & divide numbers without a calculator.	Use BIDMAS for the 4 operations (+ - X ÷) with & without a calculator, & with negative numbers. Round to a given number of decimal places. Recognise 2-digit prime numbers. Find factors & multiples of numbers / 2 numbers. Order decimal numbers. Use fractions to divide an object into parts. Recognise, use & simplify fractions & find a fraction of an amount.	Round & estimate to a given number of significant figures. Carry out 4 operations (+ - X ÷) with decimals & fractions & numbers in standard form Find the square, cube, square root & cube root of a number. Use factor trees to find prime factors. Convert between mixed numbers & improper fractions. Convert large & small numbers from standard form to ordinary numbers & vice versa.	Independently complete tasks demonstrating **all Securing & Advancing** skills in more complex or multistep processes.
Algebra	Read values off a graph. Identify simple sequences. Check if two simple calculations are equal.	Identify & plot coordinates. Read graphs with different scales. Identify a missing number in a sequence. Substitute a value in to an expression.	Collect like terms by simplifying expressions which contain a + or - sign. Simplify expressions which contain a x or ÷ sign. Substitute numbers in to two-step expressions.	Substitute numbers into expressions with brackets & powers. Expand single brackets & simplify the expression.	
Probability & statistics	Interpret a pictogram. Know & use the vocabulary of probability. Represent sets in a Venn diagram.	Draw & interpret a pictogram. Interpret & compare data drawn in bar charts. Fill in the missing probabilities from sample space diagrams or frequency trees. Plot a time series graph on a given axis.	Draw & interpret probabilities from sample space diagrams & frequency trees. Design & use two-way tables. Draw, interpret & compare data drawn in bar charts & dual bar charts & vertical line graphs. Plot & interpret time series graphs. Calculate the mean, median, mode & range from a list of numbers.	Draw a frequency polygon. Calculate the combined mean from two sets of data.	
Ratio & Proportion	Divide groups of objects in to equal portions. Represent tenths & hundredths on a number line.	Write a ratio in its simplest form. Represent fractions on a number line. Understand fractions as division.	Divide a quantity in a given ratio. Solve problems using ratio. Use the unitary method to solve proportion problems. Solve proportion problems in words (including recipes).	Work out which product is better value for money.	
Geometry & Measures	Find the area of a shape by counting squares. Identify some simple lines of symmetry.	Identify the number of lines of symmetry in a shape. Identify the order of rotational symmetry in a shape. Tessellate a shape & explain why some polygons fit together & others do not.	Translate a shape on a coordinate grid. Reflect a shape in a mirror line. Reflect & rotate a shape on a coordinate grid & describe a rotation. Calculate the perimeter of 2D shapes. Interpret scales on measuring instruments.	Understand & draw plans & elevations of 3D shapes, sketch 3D shapes Draw & recognise the net of a 3D shape.	

KS3 Example Descriptors: Maths Y8 (Part 1)

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	Emerging	Developing	Securing	Advancing	Mastering
	Demonstrates the following skills, & with extra support some of the developing skills.	Consistently demonstrates the following skills independently &, with support or scaffolding, demonstrates some of the securing skills.	Consistently complete tasks involving most of the following skills in direct questions with minimal support.	Consistently demonstrates Securing skills independently. Consistently demonstrates the following skills, with minimal support.	Demonstrate skills in complex or multistep contexts.
Number	Identify the value of a digit in a whole number & decimal. Round to 10, 100 & 1000, 1/10, 1/100 & 1/1000. Order positive & negative integers. Multiply & divide numbers without a calculator.	Recognise 2-digit prime numbers. Find factors & multiples of numbers / 2 numbers. Order decimal numbers. Use fractions to divide an object into parts. Recognise, use & simplify fractions & find a fraction of an amount.	Use BIDMAS on a calculator & other basic operations. Find the reciprocal of an integer, fraction & decimal. Round & estimate to a given number of significant figures. Carry out 4 operations (+ - X ÷) with decimals & fractions. Find the square, cube, square root & cube root of a number.	Use one calculation to find the answer to another (division). Knows & use the laws of indices.	Independently complete tasks demonstrating **all Securing & Advancing** skills in more complex or multistep processes.
Algebra	Identify & plot coordinates. Read graphs with different scales. Identify a missing number in a sequence. Substitute a value in to an expression.	Factorise algebraic expressions by recognising factors of algebraic terms. Solve equations with one unknown. Find the missing numbers in arithmetic sequences by recognising the term-to-term rule. Use the n^{th} term of an arithmetic sequence to find missing terms.	Find the n^{th} term of an arithmetic sequence. Find the gradient of a line. Understand what m & c represent in y = mx + c. Generate & plot the coordinates in a table of values from a rule for a straight line. Find the midpoint of a line segment. Substitute numbers into a formula.	Use the laws of indices to simplify powers in algebraic expressions. Plot graphs of quadratic functions & solve equations with two unknowns. Use correct notation to show inclusive & exclusive inequalities & represent on a number line. Solve simple linear inequalities & write down whole numbers which satisfy an inequality. Expand & simplify double brackets & square single brackets. Change the subject of a simple formula. Write expressions & simple formula to solve problems. Interpret real data graphs such as rate of change graphs. Draw & interpret distance-time graphs.	
Probability & statistics	Draw & interpret a pictogram. Interpret & compare data drawn in bar charts. Record results in a frequency table	Draw & interpret pie charts. Plot & interpret scatter graphs including drawing lines of best fit to predict values. Calculate the mean from a frequency table. Construct stem & leaf diagrams.	Construct & interpret stem and leaf & back-to-back stem and leaf diagrams. Find, interpret & make predictions on probabilities based on experimental data. Represent data in a Venn diagram.	Estimate the probability from a frequency table. Use Venn diagrams to work out probabilities. Understand the language of sets & Venn diagrams.	

KS3 Example Descriptors: Maths Y8 (Part 2)

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	Emerging	Developing	Securing	Advancing	Mastering
	Demonstrates the following skills, & with extra support some of the developing skills.	Consistently demonstrates the following skills independently &, with support or scaffolding, demonstrates some of the securing skills.	Consistently complete tasks involving most of the following skills in direct questions with minimal support.	Consistently demonstrates Securing skills independently. Consistently demonstrates the following skills, with minimal support.	Demonstrate skills in complex or multistep contexts.
Ratio & Proportion	Write a ratio in its simplest form. Represent fractions on a number line. Understand fractions as division.	Write fractions as decimals & percentages & vice versa.	Find a percentage of a quantity with & without a calculator. Write one quantity as a percentage of another. Calculate percentage increases & decreases. Use percentages in real-life situations (e.g. best value for money).	Calculate average speed, distance & time. Solve problems involving density, mass & volume. Solve problems involving pressure, force & area. Calculate percentage increases & decreases using a multiplier. Use reverse percentages including use of the formula	Independently complete tasks demonstrating **all Securing & Advancing** skills in more complex or multistep processes.
Geometry & Measures	Identify the number of lines of symmetry in a shape. Identify the order of rotational symmetry in a shape. Identify different shapes.	Name angles & distinguish between acute, obtuse, reflex & right. Identify different types of triangles. Know the sum of the angles on a straight line & at a point. Know that opposite angles are equal. Measure angles using a protractor.	Solve geometric problems using side & angle properties of triangles & quadrilaterals. Find missing angles using corresponding, alternate & co-interior angles. Solve angle problems. Calculate the exterior & interior angles of regular polygons. Calculate the area of triangles & quadrilaterals Calculate the perimeter & area of shapes made up of triangles & rectangles & functional maths problems. Describe shapes using correct vocabulary including face, edge, vertex. Calculate the surface area & volume of a cuboid.	Calculate the volume & surface area of prisms. Convert between metric units by multiplying or dividing by 10, 100 or 1000 (linear conversions) inc. weight & capacity etc. Convert between measures of area & volume, e.g. cm^2 to m^2, & know that 1 cm^3 = 1 ml Solve problems involving the circumference of a circle including giving the answer in terms of pi. Solve problems involving the area of a circle including giving the answer in terms of pi.	

KS3 Example Descriptors: Science | Skills

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	Emerging	Developing	Securing	Advancing	Mastering
Knowledge & Understanding	Identify, state & recognise using scientific language. Match terms & labels to diagrams	Compare & describe simply with some correct use of scientific language. Attempt to explain observations using everyday language	Describe using scientific language & apply knowledge Give simple scientific explanations for observations Apply knowledge to familiar situations	Demonstrate detailed, depth of scientific knowledge using scientific terminology accurately Explain in detail using detailed scientific knowledge accurately Apply knowledge & skills to similar, but new contexts	Apply depth of scientific knowledge in a wide range of new contexts, to comprehensively explain, justify & evaluate ideas & observations.
Scientific formulae	Complete a given calculation	Substitute a values from clearly laid out data in to a given formula.	Recall the correct formula to use to find an unknown value Substitute values from text in to a given formula	Convert units when asked & then substitute numbers into formulae Handle calculations that require formula to be rearranged	Recall multiple formulae to complete a multistep calculation, or one that requires units to be converted.
Planning	Identify factors or variables & identify obvious risks.	Identify independent & dependent variables Identify most hazards State a prediction	Identify independent, dependent & control variables correctly. Suggest how to control hazards Write a prediction with some detail & a justification.	Handle all variables in an investigation & state how some variables will be controlled Assess the risk & control hazards appropriately Write a detailed prediction with a scientific justification	Describe how to measure & control all variables & explain the impact if they are not controlled Write a detailed risk assessment using hazcards. Write a hypothesis based on previous observations or scientific knowledge
Collecting	Follow step by step methods with support & verbally outline what I have done. Record simple observations.	Describe what needs to be measured & name equipment used. Complete a given table of results with repeats or write my own 2-column table of results.	Write up a method that covers most points, using the correct equipment & measurements. With minimal support write my own table with repeats accurately.	Write up a detailed method that others could follow, using the correct equipment & measurements. Independently write my own table with repeats accurately. Identify, record & repeat any outliers	Explain how I have made sure my method is accurate & repeatable. Handle outliers spotted in the experiment appropriately.
Analysis	Plot results on a given scale & read values off a graph. Use everyday language to tell you what you found out.	With support, draw a scale, plot points of straight forward data & attempt to draw a line of best fit Describe the pattern with a simple explanation.	With minimal support, draw a graph with an appropriate scale & plot real results with an suitable line of best fit Describe the general pattern & give a valid conclusion from the data & explain it using scientific keywords.	Independently decide on a suitable scale & the plot real results, with an accurate line of best fit Describe the pattern & accurately explain most observations with scientific detail & briefly discuss the limitations of the results.	Independently decide the type of graph, accurately draw a graph with lines of best fit & error bars Describe the pattern in detail & accurately explain all observations using scientific detail & justify the any limitations.
Evaluating	Give a general comment about what could be improved in the experiment to get better results	State an inaccuracy in carrying out the method & correctly suggest why I got an outlier & describe a way to improve the accuracy of results.	Identify & comment on any results that are anomalies. Explain why an outlier might have occurred & why repeated results may be different & suggest an improvement	Link knowledge to explain why there may be unexpected results in experiments & ignore anomalies when necessary. Explain why repeated results may be different & evaluate the methods & suggest improvements	Justify if the anomalies affect your conclusions or the further information you would need to justify it. Justify confidence level in your conclusion & explain why improvements are necessary

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