



Andrell Education Ltd
Raising Standards in Education

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The Scottish Criterion Scale

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This Criterion Scale has been adapted for use with Curriculum for Excellence. It is an assessment tool which is designed to determine the level of a piece of writing and provides a clear insight into the next steps and specific targets required to achieve progression.

References to the CfE Experiences and Outcomes are included, where appropriate, within each level. However, it is important to note that as the scale is designed to assess a finished piece of work (often without the child present) engagement of the learner within the learning process will be assessed in a classroom situation through observation, discussion, collection of evidence and professional judgement.

Many experiences and outcomes concern actual classroom practice and the type and range of learning opportunities provided by the teacher. Please refer to Curriculum for Excellence Experiences and Outcomes document for exact wording and further detail.

A brief summary of points to consider and suggestions are included on the following page.

Using the Criterion Scale: A Long Term Strategy

Termly Assessments: (four times per year)

- Perform baseline assessment in August
- Track / Assess in December (record improvement in sub-levels)
- Track / Assess in March (record improvement in sub-levels)
- Track / Assess in June (as above and set targets for end of next year)

N.B. Always use the same type of writing, to compare like with like. A letter is the recommended text type as it is flexible and can be used for imaginative, personal or functional writing.

Use of Criterion Scale to:

- Provide judgement of current sub-level
- Predict sub-level target for May
- Identify 3 specific small step targets (short term)

Create file/s of evidence:

Class file with plastic pocket for each child with 4 pieces of writing for session.
Use photocopies to build up a central folder of evidence / examples of levels.

Create spreadsheet:

Record individual improvements in sub-levels/ track key groups of pupils / boys' attainment / overall class attainment / average improvement in sub-levels / compare results with predictions

Cross-Moderate using Scale:

Spend 10 minutes every half term, during staff meeting, moderating the same piece of writing as a whole staff. All staff to practise assessing all levels.

Acknowledgements:

Ros. Wilson, The Criterion Scale, Raising Standards in Writing (2002), ©Andrell Education
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West Dunbartonshire Council, Write to the Top (2007), ©Andrell Education
Anne Glennie, Curriculum for Excellence Criterion Scale (2010), ©Andrell Education

Structure:

Curriculum for Excellence: Literacy and English: Writing – Points for Consideration

Enjoyment and Choice

Provide regular opportunities for children to choose the subject, purpose, audience and format of a piece of writing. (LIT 1-20a, LIT 2-20a)

Tools for Writing

Establish spelling rules and strategies; including use of a dictionary / thesaurus as appropriate. Encourage self-editing and self-correcting techniques including re-reading to check for meaning and sense. Check own work against success criteria. (Whole-school correction code)

(LIT 1-21a, LIT 2-21a, LIT 1-23a, LIT 2-23a)

Provide opportunities to create texts. Experiment with colour, graphics, and layout, both with and without the use of ICT. Use range of ICT programs to create finished texts including MS Word, PowerPoint and Publisher. Could explore use of online publishing such as websites, blogs, social networking etc (LIT 1-24a, LIT 2-24a)

Organising and Using Information

Provide opportunities for note taking from different sources (books, web, film, visiting speaker, documentary, debate etc): use notes to produce a piece of writing. Attribute quotations, quote sources and use of bibliography as appropriate. (LIT 1-25a, LIT 2-25a)

Children write a given text type without direction / support to allow choice of suitable vocabulary and structure. (LIT 1-26a, LIT 2-26a)

Creating Texts

Provide opportunities to write for a variety of different purposes across the full range of text types and genres. (Texts types should include range of texts and media as outlined below)

Writing should be linked to real life contexts and class work where possible.

Explore different features of text types and elements of specific genres. Study features of the Writer's Craft and be able to create texts using Writer's Craft Tools. (Simile, metaphor, narrative hook, alliteration etc)

Examples of texts

novels, short stories, plays, poems
reference texts
the spoken word
charts, maps, graphs and timetables
advertisements, promotional leaflets
comics, newspapers and magazines
CVs, letters and emails
films, games and TV programmes
labels, signs and posters
recipes, manuals and instructions
reports and reviews
text messages, blogs and social networking sites
web pages, catalogues and directories

Writing Genres

Imaginative / Personal Writing:

Recount
Descriptive (including poetry)
Narrative

Functional Writing:

Recount, Report, Instructions
Explanation, Discussion
Persuasive Texts / Arguments

Source: Literacy and English: principles and practice page 5

(ENG 2-27a, LIT 1-28a, LIT 2-28a, LIT 1-29a, LIT 2-29a, ENG 1-30a, ENG 2-30a, ENG 1-31a, ENG 2-31a)

CfE EARLY LEVEL 1-3 (EMERGENT WRITING)

1.	Can recognise mark-making materials	LIT O-21b	
2.	Can use and enjoy mark-making materials	LIT O-21b	
3.	Can show some control in mark-making	LITO-21b	
4.	Will work with another to allow mark-making using body parts or an implement	LIT O-21b	
5.	Will attempt to mark-make independently	LIT O-21b	
6.	Can write initial letter of own first name	LIT O-21b	
7.	Will tolerate hand manipulation	LITO-21b	
8.	Can use a pencil and hold it effectively	LITO-21b	
9.	Knows print has meaning and that in English is read from left to right and top to bottom	LITO-21a	
10.	Writes labels and attempts other simple forms of writing (lists, stories etc.) E.g. will continue a list or story (may be random or controlled scribbling)	LIT O-21b	
11.	Can imitate adult's writing and understand the purpose of writing	LITO-21b	
12.	Can ascribe meaning to own mark making ("reads" what has been "written")	LIT O-21a	
13.	Will attempt to "write" things, including own name, using random letters	LIT O-21b	
14.	Can write single letters or groups of letters which represent meaning	LIT O-21b	
15.	Will write own name but often with wrong letter formation or mixed lower / upper case	LITO-21b	
16.	Can differentiate between different letters/ numbers /symbols (E.g. punctuation)	LIT O-21a	
17.	Can copy over / under a model	LIT O-21b	
18.	Can show some control over size, shape and orientation in writing	LITO-21b	
19.	Can produce a range of recognisable letters (more than in the child's name)	LITO-21b	
20.	Begins to make phonic attempts at words	LITO-21a	
21.	Can form most letters correctly	LIT O-21b	
22.	Writes simple regular words	LIT O-21b	
23.	Can write own first name with appropriate upper and lower case letters	LIT O-21b	
24.	Can say what writing says and means	LIT O-21a	
25.	Is aware of different purposes of writing	LIT O-26a	
	Total Mark:		/25
	Level:		

Assessment:

E1 – Must achieve criteria 1-7

E2 – Must achieve criteria 1-15

E3 – Must achieve criteria 1-16 plus any additional 5 or more (also check First Level criteria)

CfE FIRST LEVEL 1-3

At minimum there should usually be three or more simple statements of three words or more for each statement.

1.	Can use simple words and phrases to communicate meaning. (majority of work can be read/decoded by an adult without assistance from the child) Must be more than one simple statement.	LIT 1-26a	
2.	Can produce own ideas for writing.	ENG 1-31a	
3.	Can usually give letters a clear shape and orientation. (letters/words can be deciphered even though inaccurate)	LIT 1-24a	
4.	Can write full name. (First and Surname)	LIT 1-21a	
5.	Can use appropriate vocabulary. (should be coherent and mainly sensible)	LIT 1-26a	
6.	Can show some control over word order producing logical statements.	LIT 1-22a LIT 1-26a	
7.	Can use any connective, (may only ever be 'and') to join 2 simple sentences.	LIT 1-22a	
8.	Can write meaning in a series of simple sentences showing an awareness of how full stops are used. (Minimum of one sentence correct)	LIT 1-22a	
9.	Can use simple phonic strategies to make a recognisable attempt at spelling known words (most decodable without child's help) and most CVC words should be accurate.	LIT 1-21a	
10.	Can accurately spell a few words from Fry's List and/or High Frequency word list.	LIT 1-21a	
11.	Can write simple functional, personal and/or imaginative text.	LIT 1-21a	
12.	Can produce short sections of developed ideas. (may be more like spoken than written language)	LIT 1-26a	
13.	Can control use of ascenders/descenders, upper/lower case letters in handwriting, although shape and size may not always be consistent.	LIT 1-24a	
Total Mark:			/13
Level:			

Assessment:

Must achieve criteria 1-5 to achieve F1

6-10 (First 5 criteria + 1-5 others) to achieve F2

11-13 (First 5 criteria + 6-8 others) to achieve F3 / Assess for Level F4

CfE FIRST LEVEL 4-6

For Level F5 and above scripts must be at least approximately 100 words.

1.	Can use interesting and ambitious words at least twice . (should be words not usually used by a child of that age and not a technical word used in a taught context e.g. 'volcano' or 'evaporate')	LIT 1-26a	
2.	Can use connectives other than 'and' to join 2 or more simple sentences. (e.g. but, because, so)	LIT 1-27a	
3.	Can vary sentence openings to interest the reader. (uses a number of ways for opening sentences e.g. Soon, At last, After, Then, Next, So...)	LIT 1-26a	
4.	Can usually use basic sentence punctuation including full stops followed by capital letters with a minimum of two correct sentences for F4 . (pupils may be experimenting with other punctuation although use may not be accurate e.g. question marks, exclamation marks and commas)	LIT 1-22a	
5.	Can spell most common words accurately. (Fry's List and/or High Frequency word list)	LIT 1-21a	
6.	Can use phonetically plausible strategies to spell, or attempt to spell, unknown polysyllabic words.	LIT 1-21a	
7.	Can communicate feelings, ideas and meaning confidently in a series of sentences. (may not be accurate but sequence mainly 'flows')	LIT 1-26a	
8.	Can provide enough detail to interest the reader. (e.g. is beginning to provide additional information or description beyond simple list)	LIT 1-26a	
9.	Can attempt to make writing lively and interesting.	LIT 1-26a ENG 1-31a	
10.	Can match organisation to purpose. (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices)	ENG 1-31a	
11.	Can link ideas and events in a clear sequence, using strategies to create 'flow'. (e.g. last time, also, after, then, soon, at last, and another thing)	LIT 1-26a	
12.	Can use some words which are appropriate to the genre. (e.g. to express feelings and emotions in personal writing, to use formal language and appropriate terminology in functional writing)	LIT 1-26a ENG 1-31a	
13.	Can use adjectives and descriptive phrases for detail and emphasis.	LIT 1-28a	
14.	Can use accurate and consistent handwriting. (in print at minimum, can use upper/lower case, ascenders/descenders, size and form consistently)	LIT 1-24a	
Total Mark:			/14
Level:			

Assessment:

5-8 = F4

9-11 = F5

12-14 = F6 / Assess for Second Level

CfE SECOND LEVEL 1-3

For Second Level 2 (S2) and above scripts must be approximately 200 - 250 words or more.

1.	Can use interesting and varied word choice. (MUST pick up on 'ambitious' from F4 and use minimum of three examples)	LIT 2-27a	
2.	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas e.g. when, until, if, after, while also, as well, although, before, besides.	LIT2-27a	
3.	Can consistently vary sentence openings to interest reader, (must be more than simple pronouns).	ENG 2-27a	
4.	Can use sentence punctuation accurately: full stops, commas, question marks (Pupils may be experimenting with other punctuation, although use may not be accurate, including exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes.	LIT 2-22a	
5.	Can spell most common words accurately. (Fry's List and/or High Frequency list.)	LIT 2-21a	
6.	Can use phonetically plausible strategies to spell, or attempt to spell, unknown polysyllabic words.	LIT 2- 21a	
7.	Can develop and extend ideas logically in sequenced sentences. (may still be brief or not very detailed)	LIT 2-25a	
8.	Can use a designated form appropriately and consistently (e.g. letters- formal and informal, reporting, diary, dialogue) to suit purpose.	LIT 2-26a	
9.	Can develop use of adjectives and descriptive phrases for detail and emphasis. (consciously selects the adjective for purpose rather than using a familiar one e.g. – 'the big Billy Goat Gruff')	LIT 2-27a	
10.	Can make writing lively and interesting as appropriate to the genre by consciously attempting to vary sentence length.	ENG 2-31a	
11.	Can adapt chosen form to interest the audience. (e.g. by providing information about character or setting or making a series of points)	LIT 2-29a	
12.	Can link ideas and events in a clear sequence, using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, another thing, as well, as, to add to this, later, firstly, lastly, often ...)	LIT 2-28a	
13.	Can use some words which are appropriate to the genre. (e.g. to express feelings and emotions - in personal writing, to use formal language and appropriate terminology in functional writing)	LIT 2-31a	
14.	Can usually use correct grammatical structures in sentences. (nouns and verbs generally agree)	LIT 2- 23a	
15.	Can produce work which is organised, imaginative and clear, including beginning to attempt paragraphs. (e.g. beginning, middle, end; letter structure; dialogue structure)	LIT 2-22a	
16.	Can use accurate, consistent and neat handwriting, (can consistently use upper/lower case, ascenders/descenders, size and form) and is beginning to use linked script.	LIT 2-24a	
Total Mark:			/16
Level:			

Assessment:

5-8 = S1

9-12 = S2

13-16 = S3 / Assess for S4

CfE SECOND LEVEL 4-6

For Second Level 5 (S5) and above scripts must be approximately 250 - 350 words or more.

1.	Can use interesting words or phrases to sustain and develop ideas including at least four examples at this level. (MUST pick up on 'ambitious' from F4 and may be using very adventurous language, although sometimes inaccurately)	LIT 2-27a	
2.	Can attempt a range of sophisticated connectives. (e.g. although however, nevertheless, since, in order to, whilst)	LIT 2-27a	
3.	Can attempt a range of sophisticated openers. (e.g. words ending in ing, ed, ly, And connectives as openers . For example, 'Thoughtfully, I watched the stars.' 'Smiling, she embraced me.' 'Amazed, I shrieked in delight.' 'With ridiculous expression on his face, he...')	ENG 2-27a	
4.	Can use sentence punctuation accurately, full stops, commas and question marks and is experimenting with other punctuation for effect, although use may not be accurate. (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes)	LIT 2-22a	
5.	Can spell all common words correctly. (Fry's List and/or High Frequency word list)	LIT 2-22a	
6.	Can spell phonetically regular, or familiar common polysyllabic words, accurately. (e.g. 'sometimes', 'bonfire')	LIT 2-21a	
7.	Can sensibly link and relate events (including past, present and future); can link points in functional tasks (e.g. afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this...)	LIT 2-25a	
8.	Can use a designated form appropriately and consistently, (e.g. formal and informal letter, report, diary, dialogue, narrative) to suit purpose.	LIT 2-26a	
9.	Can use adjectives and/or adverbs for detail and emphasis (consciously selects the adjective/adverb for purpose, rather than using a familiar one e.g. 'the big Billy Goat Gruff')	LIT 2-27a	
10.	Can write in the designated style in a lively and coherent way with some confidence in varying sentence length.	ENG 2-31a	
11.	Can use, or attempt to use, more than one paragraph.	LIT 2-22a	
12.	Can use language to express feelings or emotions. (may be implicit)	ENG 2-30a	
13.	Can attempt to give opinion, interest or humour through detail.	ENG 2-31a	
14.	Can use correct grammatical structures.	LIT 2-23a	
15.	Can organise ideas appropriately for both purpose and reader. (e.g. captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information, suitably rounded off....)	LIT 2-24a	
16.	Can use generalising words for style. (e.g. sometimes, never, always, often, even, in addition)	LIT 2-25a	
17.	Can use accurate, consistent and linked handwriting.	LIT 2-24a	
Total Mark:			/17
Level:			

Assessment:

5-9 = S4

10-13 = S5

14-17 = S6 / Assess for Third Level

CfE THIRD LEVEL 1-3

For Third Level 2 (T2) and above scripts should be approximately 350 - 500 words or more.

1.	Can use 'ambitious' and adventurous language for a purpose, with some words particularly well chosen. (must pick up from F4 and include adjectives and adverbs for description) There should be a minimum of five examples at this level.	LIT 3-27a	
2.	Can use a range of sophisticated connectives confidently and accurately, sometimes to shape meaning. (e.g. furthermore, moreover, similarly, yet, despite, whereas...)	LIT 3-27a	
3.	Can attempt a range of sophisticated openers (e.g. words ending with ' ing ' ' ed ' ' ly ' and connective as openers . For example 'Panicking, she corrected the writing...', 'Stunned, he accepted his prize...', 'Angrily I stormed off...', 'Although we waited for hours, we were...'	ENG 3-27a	
4.	Can use a wide range of punctuation accurately and to create effect . (e.g. full stops, commas, question marks, exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes)	LIT 3-22a	
5.	Almost all spelling is accurate.	LIT 3-21a	
6.	Can confidently link and relate events (including past, present and future); link points in functional tasks (e.g. subsequently, before, also, after a while, eventually, moreover, furthermore, in addition to this, on the contrary...)	LIT 3-26a	
7.	Can adapt form for purpose confidently as appropriate to task . (e.g. formal and informal letters, notes and diaries)	LIT 3-23a	
8.	Can write in the designated style in a lively and coherent way with clear confidence and as appropriate to task. (must consciously vary sentence length)	ENG 3-31a	
9.	Can organise ideas appropriately for both purpose and reader as appropriate to task . (e.g. captions, headings, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information)	LIT 3-26a	
10.	Can develop ideas in creative and interesting ways (including the development of characters, description of setting and exploration of feelings or emotions as appropriate to task)	LIT 3-26a	
11.	Can produce thoughtful and considered writing as appropriate to task . (e.g. providing explanation, opinion, justification, deduction, effective openings and endings to stories...)	ENG 3-31a	
12.	Can use grammatical structures confidently and attempt grammatically complex structures. (e.g. expansion before and after the noun – ' <i>The little old man who lived on the hill...</i> '; subordinating clauses – ' <i>I felt better when...</i> ' ' <i>...who taught me the guitar.</i> ')	LIT 3-22a	
13.	Can use nouns, pronouns and tenses accurately and consistently throughout.	LIT 3-23a	
14.	Can use paragraphs confidently and accurately.	LIT 3-22a	
15.	Can use accurate, consistent and linked handwriting.	LIT 3-24a	
Total Mark:			/15
Level:			

Assessment:

5-8 = T1
9-12 = T2
13-15 = T3