**Appendix A**

Writer–reader interaction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
| • The relationship the text  establishes between the writer and reader is unclear. Access to the assignment text is needed in order to understand the pupil’s text. | • In the non-fiction text, the pupil attempts to establish a relevant relationship between the writer and reader (see the assignment text), but why the writer is addressing this particular reader may be somewhat unclear. | • The non-fiction text indicates a relevant relationship between the writer and reader (see the assignment text), but does not consistently relate to this reader’s perspective. | • The non-fiction text establishes a largely relevant  relationship between the writer and reader (see the assignment text), but does not always relate to this reader’s perspective. | • The non-fiction text establishes a relevant relationship between the writer and reader (see the assignment text), and consistently relates to this reader’s perspective. |
|  | • The non-fiction text can sometimes attempt to address the reader’s need to know the participants, concepts and  circumstances (e.g. by providing explanations, which are not, however, adapted to suit the reader given in the assignment text). | • The non-fiction text to some extent addresses the reader’s need to know the participants, concepts and circumstances (e.g. by providing explanations which in some cases are adapted to suit the reader given in the assignment text). | • The non-fiction text largely addresses the reader’s need to know the participants, concepts and circumstances (e.g. by providing explanations, which are often adapted to suit the reader in the assignment text). | • The non-fiction text consistently addresses the reader’s need to know the participants, concepts and circumstances (e.g. by providing explanations which are adapted to suit the reader in the assignment text). |
|  |  | •The non-fiction text can  include a very few signposts, but these are not always  necessary or functional. | •The non-fiction text can  include signposts, which are mainly functional and help to keep the reader focused. | •The non-fiction text can  include signposts, which are used in a balanced and  systematic manner. |
|  | •The fiction text stages a  fictional world that lacks  credibility and coherence. | •The fiction text stages a  fictional world which has  participants, circumstances and atmosphere, but which is not consistently credible and may include some faulty logic. | •The fiction text stages a mainly credible fictional world with participants, circumstances and atmosphere. | •The fiction text stages a  consistently credible fictional world with participants,  circumstances and atmosphere. |

Content

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
| •The content of the text is partly relevant or has some parts that are relevant to the assignment. | •The content of the text is mainly relevant to the  assignment. | •The content of the text is  relevant to the assignment. | ⭬ | ⭬ |
| •Parts of the text focus on the topic. | •The topic is the main focus of the whole text. | ⭬ | •The topic is the focus of the whole text. The content is  expediently balanced. | •The topic is in focus and can be developed in the text. The content is expediently  balanced. |
| •The non-fiction text contains a small number of simple examples, explanations and reasoning, but these may not be particularly relevant. | •The non-fiction text contains simple examples, explanations and reasoning, most of which are relevant. | •The non-fiction text contains some relevant examples,  explanations and/or reasoning. | •The non-fiction text contains several good and relevant  examples, explanations and/or reasoning. | •The non-fiction text contains consistently good and relevant examples, explanations and/or reasoning. |
|  |  |  |  |  |
| •The fiction text is action-driven or comprises  disconnected incidents. | •The fiction text is primarily  action-driven and can show some tendencies towards  developing motives, topics, characters, environments or events. | ⭬ | •The fiction text may be partly action-driven, but also contains parts in which motives, topics, characters, environments or events are well developed. | •The fiction text shows the development of motives, topics, characters, environments or events, and these aspects of the text are coherent. |

**⭬** = the same as the previous level

Text composition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
| •At an overall level, the  structure of the non-fiction text is unclear.  •The structure of the fiction text is unclear. | •The non-fiction text shows  attempts at structure (e.g. in the form of an introduction and/or conclusion, bullet points or headings).  •The fiction text can show  attempts at structure. | •The non-fiction text shows  attempts at using structuring principles that are suited to the writing situation (e.g.  developing towards a main point).  •The fiction text can show  attempts at using structuring principles in order to develop the plot. | •The non-fiction text shows a use of structuring principles that gives a mostly expedient structure suited to the writing situation. The text may have a conclusion (e.g. a  summary or final appeal).  •The fiction text applies structuring principles to develop the plot. | •The non-fiction text shows a use of structuring principles that gives an expedient structure suited to the writing situation. The introduction forms a relevant background for the text. The text has an expedient conclusion (e.g. a summary or final appeal).  •The fiction text applies systematic and advanced structuring principles to develop the plot. |
| •The paragraphs are short and often consist of disconnected statements. | •The paragraphs consist of  elements that are structured in an associative manner or that lack a logical order. The  paragraphs can consist of  disconnected statements. | •The paragraphs consist of content elements that are  often grouped by topic. | •As a rule, the paragraphs have a logical internal structure (e.g. topic sentences) and are often grouped by topic. This makes the text easy to follow (e.g. explanations are often presented in a functional order). Paragraphs may be marked in a graphically correct manner. | •The paragraphs have a logical internal structure (e.g. use topic sentences). The paragraphs are ordered by topic in a way that makes the text easy to follow (e.g. explanations are often presented in a functional order, such as the general  before the specific or the conclusion referring back to the introduction). Paragraphs are usually marked in a graphically correct manner. |
| •The text can show use of several types of simple connecting words, but they are not always used in a functional manner. | •The text shows use of several types of simple connecting words. There is little variety in their use. | •The text shows use of several types of connecting words. Simple connecting words are often overused. The connecting words are superfluous in some cases. | •The text shows use of several types of connecting words, which are used in a functional manner most of the time. | •The text shows functional use of varied and advanced  connecting words. These are not used in a superfluous manner. |

Use of language

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
| •Most of the sentences begin in the same way. The text has a simple syntax without  subordination. | •The sentences show some  variety in the grounding field, but the text shows little variety in syntax, e.g. many repetitive parts of sentences. | •The sentences show some  variety in the grounding field. The text may demonstrate the beginnings of complex syntax. Some of the more complex sentences may contain syntactic flaws. | •The sentences show some  variety in the grounding field. Parts of the text may show complex and varied syntax. | •The sentences show variety in the grounding field. The text has complex and varied syntax. |
| •The text is characterised by colloquial language, with  associative content elements or colloquial wording. | •The text may be characterised by colloquial language, with associative elements, asides and many fillers.  •There is little variety in the choice of words. Concepts and wording are often imprecise. | •The text can show some variety in the choice of words. Wording and concepts may be precise. | •The text mostly shows variety in the choice of words.  Wording and concepts are mainly precise. | •The text shows variety in the choice of words and precise use of wording and concepts.  •Advanced concepts are used in a correct manner in texts where this is relevant. |
|  |  | •The text may show use of linguistic devises (e.g. metaphors, similes, contrasts, rhetorical questions, repetition and irony). | •The text may show functional use of linguistic devises. | **⭬** |

**⭬** = the same as the previous level

Morphology, spelling and punctuation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
| •The text shows extensive use of phonological strategy. Some non-phonetic words are spelt correctly. | •The text shows correct spelling of some long phonetic words and several  non-phonetic words. The text may contain some dialect words. | •Most words in the text are largely correctly spelt. The text often contains og/å mistakes (confusing the infinitive marker ‘å’ with the word for ‘and’ -‘og’) as a result of being more linguistically advanced. | •Most words in the text are correctly spelt. Some og/å mistakes may occur. | •Most words in the text are correctly spelt. |
| •The text contains some full stops at the end of complete sentences. The text mostly has capital letters in proper names and at the beginning of new sentences. | •Punctuation other than full stops are attempted: question marks, exclamation marks. The text often uses commas in lists. The text mostly has capital  letters in proper names and at the beginning of new  sentences. | •The text uses the major  punctuation marks correctly most of the time. The text uses commas in lists. The text may contain commas between complete sentences that are connected with connecting words. The text has capital  letters in proper names and at the beginning of new  sentences. | •The text uses the major punctuation marks correctly most of the time. The text has  commas in lists and between most complete sentences that are connected with connecting words. The text has capital  letters in proper names and at the beginning of new  sentences. | •The text uses the major punctuation marks correctly.  Commas are mostly used correctly in the text, but mistakes in more complex syntaxes may occur (e.g. after a relative clause). The text has capital letters in proper names and at the beginning of new  sentences. |
|  |  | •The text may mark direct speech with a dash or colon and quotation marks (in texts where this is relevant). | ⭬ | •The text shows correct use of punctuation for direct speech. |
| •Tenses may not be used  consistently. | •The text mostly shows functional use of tenses in simple sentences. | •The text mostly shows functional use of tenses. There may be some mistakes in advanced sentences. | ⭬ | •The text shows functional use of tenses. |
|  | •The text shows correct  concord most of the time. | •The text shows correct  concord. | ⭬ | ⭬ |

**⭬** = the same as the previous level