

Bas Wilson Writing Level Descriptors			
	Towards Level 1	Level 1	Level 2
1	Will adhere to a model	Can produce one letter for writing	Can write with meaning in a series of simple sentences that can be corrected by punctuation and structure at the end
2	Will work with teacher to show work making using a clearly set up template	Can write one letter	Can produce short sentences of developed ideas that may be more like phrases than entire sentences
3	Will attempt work making independently	Can show some control over work while producing single letters	Can use appropriate punctuation (commas and apostrophes)
4	Can recognize work making materials	Can spell some common recognizable words correctly.	Can use simple phrase structures when using to spell sentences (such as: dinosaurs are often large)
5	Can use and reuse work making materials	Can make recognizable attempts at getting words on letters (may be difficult without help)	Can control use of punctuation (commas, apostrophes) and ideas in writing, although shape and use may vary
6	Can show some control in work making	Can write simple but such as list, names or explanations	Can use left connector to join two simple sentences (such as: she is tall)
7	Can produce some recognizable letters	Begin to show awareness of how full shape are used in writing, at a writing	Can communicate ideas and meaning confidently in a series of sentences
8	Can write initial of own name	Can usually give letters in clear shape and orientation	Can usually create sentences and use sentences from their own experiences (e.g. I)
9	Will attempt to write things, including own name using random letters	Can use simple words and phrases to communicate meaning (accuracy of work can be supplemented by an adult without awareness from the child, must be more than one simple sentence)	Can provide enough detail to ensure the reader (depending on provide additional apt or description beyond a simple list)
10	Can differentiate between different letters and symbols	Working towards L1 10.10 + 10 10.20 + 10 (usually 10) 10.30 + 10 (usually 10-15)	Can vary the structure of sentences to interest the reader (different opening...)
11	Shows some awareness of sequencing of letters		Can use sequencing and sentence work consistently
12	Will write own name but often using letter combinations or sequences	10.40 + 10 (usually 10) 10.50 + 10 (usually 10-15)	Can make sequences to prepare organization of ideas, (sequencing...)
13	Can copy recognizable words		Can usually use basic sentence punctuation (and may produce the capital letter, may not be accurate...)
14	Can produce whole writing and understand the purpose of writing	Level 1 Phase 1 + 10 letters + 10 Phase 2 + 10 letters + 10 Phase 3 + 10 letters + 10	Can use phonetic strategies to spell or attempt to spell sentences (phonetically words)
15	A series of different purposes of writing		Can use connectors other than 'and' to join two more simple sentences
16	Can write something to do work making (will 'hand' what is written)	Can show some simple statements of the words (writing framed by lines)	Can make writing fully and accurately (statements of full lengths, punctuation...)
17	Knows what has meaning and that to read from left to right and top to bottom		Can link ideas and create using strategies to create 'flow' (use this, then use...)
18	Can use a pencil and hold it effectively	Can sequence three words (usually be there is more simple statements of three words or more such statements. A simple list of statements of meaning with the same three words, eg 'I can', 'I like', 'I want to know about...') and the sequence must be clear that the child has ordered this strategy for purpose, and that it is not the only that the child is able to produce (i.e. it was learned strategy)	Can use adjectives and descriptive phrases for detail and emphasis
19	Can write own name with appropriate upper and lower case letters		Can usually structure three sentences correctly, including capitals and full stop
20	Can show some letters correctly		Can spell recognizable words accurately
21	Writes simple regular words		Can use pictures and consistent handwriting
22	Begin to make phrase attempts at work		Begin to show evidence of joining handwriting
23	Writes sequences, labels and attempts other simple forms of writing (list, names)		Level 1 10.10 + 10 10.20 + 10 10.30 + 10 (usually 10-15) 10.40 + 10 (usually 10-15) 10.50 + 10 (usually 10-15)
24	Can write single letters or groups of letters which represent meaning		(10.10 + 10 (usually 10-15), 10.20 + 10 (usually 10-15), 10.30 + 10 (usually 10-15), 10.40 + 10 (usually 10-15), 10.50 + 10 (usually 10-15))
25	Can show some control over own shape, orientation in writing		
26	Can use whole writing case and means		

Ros Wilson Criterion Scale

Richard Bailey



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Oxford Primary Writing Assessment Handbook Ros Wilson, 2015-09-10 This resource provides an effective whole school approach to writing assessment in line with the expectations of the 2014 English national curriculum and other UK curricula

Raising Standards in Writing Ros Wilson, 2002

[Oxford Assessment and Levelling Guide for Reading](#) Ros Wilson, 2014-01-31 Oxford Assessment and Levelling Guide for Reading brings together a new improved version of Oxford's trusted book grading system with the Oxford Ros Wilson Reading Criterion Scale to provide first class assessment and perfectly matched resources The aim of this guide is to help you ensure that all of your children develop their full potential as readers This guide will help you to assess every child's reading development to get a good understanding of where they are and what they need to do next It contains the Oxford Ros Wilson Reading Criterion Scale a detailed spine of reading skills which helps you to identify the strengths and weaknesses of every child and where to focus your teaching next This guide will help you to find exactly the right books for individual children and groups of children to read matched to their reading development Oxford Levels have been linked to the Oxford Ros Wilson Reading Criterion Scale so you can easily find the right book for every child's reading level The guide provides a comprehensive picture of what children can do and what books are like at each Oxford Level

[Developing Early Literacy 0-8](#) Virginia Bower, 2014-02-13 *Developing Early Literacy* presents an interesting range of literacy related topics which address issues of current importance to early years practice and in places question current thinking There is an excellent balance of theoretical background and case study examples which would make this a relevant and practical text for both students and early years professionals Mary Louise Maynes Lecturer in Early Childhood Studies Bishop Grosseteste University Providing clear guidance on how to develop early literacy this book offers support with the planning and teaching of this vital aspect of the curriculum using innovative and exciting methods Linking theory with practice topics covered include babies and very early communication the importance of role play corners outdoor learning and literacy how rhyme and repetition help to develop literacy teaching literacy to children who have English as an Additional Language EAL literacy and diversity using picture books to develop literacy supporting transitions different approaches to the teaching of phonics and early reading Each chapter has learning objectives case studies featuring younger and older children from the Birth to 8 age range a summary and suggested Further Reading This text is essential reading for those on Early Childhood Studies Early Years Primary PGCE and Early Years teacher education courses Virginia Bower is Senior Lecturer at Canterbury Christ Church University

Assessment for Learning and Teaching in Primary Schools Mary Briggs, Angela Woodfield, Peter Swatton, Cynthia Martin, 2008-04-25 This core text for primary trainee teachers is a clear introduction to the different kinds of assessment and their purposes Throughout the book tasks encourage the reader to practise assessment skills and to reflect on planning listening questioning observing diagnosing and target setting This second edition is referenced throughout to the 2007 QTS Standards and has been fully updated to reflect

the Primary National Strategy and key initiatives such as Every Child Matters There is increased emphasis on peer assessment and target setting linked to personalised learning In addition new material on Early Years observation and foundation core subjects has been added Oxford Assessment and Levelling Guide for Reading Pack Of 3 Oxford University Press,2014-01-09 Oxford Assessment and Levelling Guide for Reading brings together a new version of Oxford s book grading system with Oxford Ros Wilson Reading Criterion Scale to provide first class assessment and perfectly matched resources ensuring that all your children develop their full potential as readers This pack contains 3 copies of the guide

Oxford Reading Assessment Handbook and Writing Assessment Handbook Pack 1 Ros Wilson,Sarah

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web apr 20 2021 latar belakang pengetahuan pasien tentang pre operasi bagi yang akan menjalani operasi sangat penting hal ini bertujuan agar pasien mengerti tentang

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web data dikumpulkan dari pasien dengan menggunakan kuesioner tingkat kecemasan dari hamilton rating scale for anxiety hrs a data dianalisis menggunakan uji wilcoxon

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web oct 6 2022 tujuan penelitian ini adalah hubungan dukungan keluarga dengan tingkat kecemasan pada pasien pre operasi apendiks di rsi malahayati medan tahun

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web kecemasan ringan 7 orang 18 4 mengalami kecemasan sedang dan 1 orang 2 6 mengalami kecemasan berat dengan kategori dukungan keluarga tinggi kesimpulan

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pengaruh komunikasi terapeutik terhadap tingkat - Apr 29 2022

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web respon psikologis yang biasanya terjadi pada pasien pre operasi adalah kecemasan kecemasan merupakan reaksi emosional terhadap penilaian individu yang subyektif

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gambaran tingkat kecemasan pasien pre operasi - Aug 02 2022

web tingkat kecemasan pasien pre operasi di ruangan bedah baji kamase 1 dan 2 di rsud labuang baji makassar penelitian dilakukan sejak 7 juni sampai dengan 7 juli 2013

pdf tingkat kecemasan pasien pre operasi di - Aug 14 2023

web mar 15 2019 hasil penelitian yaitu pasien pre operasi yang tidak mengalami kecemasan yaitu 16 54 responden 8 26 responden mengalami kecemasan ringan 5 16

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web operasi merupakan salah satu penyebab dari kecemasan pada pasien apendiksitis sehingga diperlukan manajemen

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web pengaruh yang signifikan terhadap tingkat kecemasan pasien dengan tingkat korelasi menunjukkan arah negatif yang berarti semakin tinggi dukungan keluarga maka semakin