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**Appendix A: WAM-R**

Cognitive Level	Element in language	Measuring Criterion	Score	Evidences/ Remarks
<b>Remembering</b>	<b>Spellings (sp)</b>	Evidence of correct Spellings of complex words containing prefixes/suffixes or irregular words e.g. souvenir, destruction and conscious.	4	
		Attempts to spell some complex or polysyllabic words using phonetic strategies. E.g. ‘Safariye’ for safari, ‘adventerous’ for adventurous.	3	
		Spells the majority of high frequency common words correctly e.g. inside, because, while.	2	
		Spells some common monosyllabic words correctly e.g. mum, cat, bird. Uses phonic strategies to attempt to spell high frequency common words e.g. ‘grat’ for great, ‘fhun’ for fun.	1	
<b>Understanding</b>	<b>Punctuations (p)</b>	Uses a range of punctuation to clarify structure and create effect (e.g. Speech marks, dashes, brackets, apostrophes, commas to demarcate sentences)	4	
		Secure use of full stops and capital letters. Use Punctuation in addition to capital letters and full stops, the majority are used correctly (e.g. question marks, exclamations marks, commas in lists)	3	
		Evidence of accurate use of capital letters and full stops, however few there are. (e.g. Sentence finishes with a full stop and next sentence begins with a capital letter)	2	
		Shows awareness of how full stops are used in writing.	1	
	<b>Comprehension (c)</b>	Thoroughly understands what is expected to be written with respect to the situation/topic/prompt etc	4	
		Holds a clear idea what is expected to be written as a response to the situation/topic/prompt with few deviations from the subject.	3	
		Understanding of the topic is somewhat clear as depicted in few places.	2	
		Understanding of the topic/situation/prompt is not clear at all.	1	
<b>Applying</b>	<b>Sentence Structure (s) and Grammar (g)</b>	Secure control of complex sentences. Understands how clauses can be manipulated for effect. Able to use conditional and passive voice. (e.g. having watched him eat a dog biscuit, she felt sick)	4	
		Beginning to write extended sentences including subordinators (e.g. if, so, while, when, after). The basic grammatical structure of sentences usually correct (e.g. usually consistent and correct use of tenses and nouns and verbs agree)	3	

		Beginning to use other conjunctions to create compound sentences (e.g. because, but, so, then) and may be using multiple clauses (still mixing up tenses).	2	
		Write simple sentences which include the conjunction 'and'.	1	
	<b>Vocabulary (v)</b>	Demonstrates use of well-chosen vivid and powerful vocabulary to create effect (e.g. verbs, adjectives, adverbs)	4	
		Varied use of adjectives, verbs and specific nouns (e.g. delicious for nice, sauntered for went)	3	
Some selection of interesting and varied verbs e.g. jumped, compare, guess		2		
		Uses simple vocabulary, appropriate to content. Writing is composed of simple nouns and verbs e.g. look, went, go, play, see.	1	
<b>Analyzing</b>	<b>Organization and over all structure (o)</b>	Paragraphs are well organized, based on themes and provides a cohesive text for the reader (e.g. paragraphs, subheadings, logically organized events)	4	
		Uses paragraphs to organize writing, showing an identifiable structure.	3	
		Themes are expanded upon and linked together in a series of sentences.	2	
		Frequent change of ideas, use of very long sentences that makes ideas/theme difficult to follow.	1	
<b>Evaluating</b>	<b>Examining/ Appraising/ Critical thinking (ct)</b>	Uses critical judgement in explaining characters/situation/events. Evaluates at what stage which idea (character, situation, event) will be introduced.	4	
		There are few evidences of critically appraising characters/situations/events.	3	
		Characters/situations/events are placed appropriately in the introduction phase. However could not be sustained and/or repeated unnecessarily	2	
		Characters/situations/event sequencing of the theme are not clear.	1	
<b>Creating</b>	<b>Ideas (i)</b>	Ideas are creative and interesting in a way that engages the reader. Uses range of strategies and techniques such as asides, comment, observation, anticipation, suspense, tension.	4	
		Ideas are imaginative and varied evidences of descriptive detail about characters, settings, feelings, emotions and actions.	3	
		Ideas are developed to by adding detail (e.g. beginning to provide additional information or description beyond a simple list).	2	
		Produces short sections of ideas which may be repetitive and limited in nature.	1	