

# Levelling Pupil Work in Communication

**Using the Levels of Progression to level pupils' work is the key part of internal standardisation that takes place in schools. It enhances the consistency and reliability of teachers' professional judgements and facilitates professional development.**

In Communication, pupils' responses can take different forms:

- In **Talking and Listening**, the response may or may not be recorded.
- In **Reading**, the response may be written or oral.
- In **Writing**, the response is normally written or typed.

When you level responses in any of these modes, take into account how the pupil planned, carried out and reviewed their work, as well as any tangible end product. You might have taken notes, recorded observations and/or made comments as the work progressed.

Then, to assign a level to a pupil response, answer the following question:

**Which set of Progression Statements best describes the outcome of the activity and the process the pupil engaged in while completing the work?**

To help inform your judgement, you might find the following resources useful. These include descriptions and/or examples that you can compare with your pupils' work.

- **The Expansion of the Levels of Progression for Communication** explains the criteria for **Talking and Listening, Reading, and Writing**.
- **CCEA's Online Exemplification Library** contains pupil responses at a range of levels for the different modes of Communication. It also allows you to search for specific examples.
- **Exemplification for Writing at Levels 1–5** is available in the training booklets produced for **Assessing the Cross-Curricular Skills INSET**.

**When you look at pupil responses, keep in mind the following:**

- You may find it difficult to assign a level to every pupil response; some responses may cross more than one level.
- The level that you assign to a particular piece does not have to be the same as your summative judgement about the level the pupil has achieved.