

Assessment commentary

Pupil B participated in a short interview about environmental issues and expressed his thoughts about what he felt were the most important issues. He also produced a poster.

Listening and speaking:

In the speaking activity, Pupil B responded to the questions that had been prepared thoroughly in class. His pronunciation and intonation were consistent. Although there were some errors, on the whole he managed to communicate clearly. He used new opinion phrases and was able to reuse *il faut* and *on doit* correctly.

Reading and writing:

In the reading activity Pupil B used his knowledge of language to complete the sentences with the correct verb and context and similarity to English to match the sentences. He independently created an attractive poster, selecting and adapting the language from the unit of work.

Next steps

To progress, Pupil B needs to:

- reuse the structures and opinion phrases he has learnt in this unit of work in other contexts.

La routine
journalière

Le cinéma

L'environnement

Overall
assessment
judgement

[Show assessment commentary](#)

Overall assessment judgement

French exemplification standards file level 4

Overall, Pupil B is working at [level 4](#).

Listening and speaking:

Pupil B has understood the main points and quite a lot of detail in spoken language, both recorded and spoken by his teacher and others. He has taken part in simple conversations, expressed his opinions and spoken in different contexts. He adapted the language he learnt to express what he wanted to say - mostly successfully - as demonstrated in his interview about the environment.

Reading and writing:

Pupil B understood the main points and detail in short written texts that were familiar and closely related to the context of the vocabulary and structures he was learning. He started to show grammatical knowledge and re-used structures such as reflexive verbs.

He adapted what he read to create independently short written texts and express simple opinions. In examples such as the Mr Men booklet, he has used the language he learnt creatively and for his own purpose. His writing is mostly comprehensible and although there are spelling mistakes and errors with accents, overall he communicates clearly. He has attempted to use different structures and occasionally different time frames, although his language is most successful when using simpler expressions and structures.

Intercultural understanding:

Pupil B has developed his intercultural understanding by making simple comparisons between his own experience and others at an everyday level, such as in daily routine, and at a deeper level through responding to a French film.

The extracts of pupil work below are a reminder of some of the evidence used to make these judgements.

Spanish exemplification standards file level 4

Pupil's profile

Pupil B is in his first year of learning Spanish. He is enthusiastic and enjoys speaking activities and using Spanish in a range of contexts. His language is generally accurate and he is beginning to adapt language in different contexts.

Evidence groups

[View whole page](#)

Yo	El colegio	El tiempo y actividades	Parque temático	Overall assessment judgement
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Parque temático

Context

This unit was based on preparations for a visit to a Spanish theme park. Pupils researched the park on a Spanish website, found out the Spanish for the main facilities, answered questions in English about the park and practised asking for and giving directions. They then produced a guide to the theme park.

Spanish exemplification standards file level 5

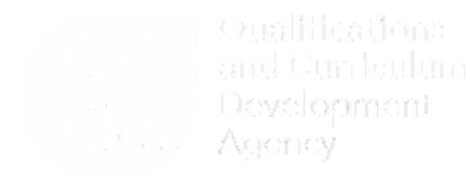
Pupil's profile

Pupil C has been learning Spanish for approximately two years. He enjoys using languages in creative contexts and speaks confidently in front of others.

Evidence groups

[View whole page](#)

Personajes famosos	Cervantes	Cenicienta	Overall assessment judgement
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Cervantes

Context

Pupils researched Miguel de Cervantes and Don Quijote as preparation for a school trip to Alcalá de Henares, Cervantes' birthplace. They learnt about the background to the book, read opinions about Don Quijote and looked up vocabulary from an age-appropriate illustrated version of the novel. They then worked in groups to apply language to pictures to create imaginary snapshot scenarios for Don Quijote. They followed this up with an extended piece of creative writing based on what they had learnt.

Pupil's work



1. [Don Quijote de la Mancha: Reading](#)



2. [Don Quijote: Reading and writing task](#)



3. [Don Quijote: Creative writing](#)

Don Quijote - un libro de Miguel Cervantes y Mark Skellett

En un lugar de la Mancha de cuyo nombre no quiero acordarme, vivió un hombre que se llamaba Don Quijote. Era un hombre fuerte y un caballero con un compañero leal que se llamaba Sancho Panza y un caballo rápido que se llamaba Rocinante.

Un día Don Quijote decidió ir al campo. Hacía sol y hacía mucho calor. Sancho Panza no quería ir al campo porque hacía tanto calor, pero Don Quijote quería ir y Sancho Panza tuvo que ir con él porque era su jefe. Sancho Panza no estaba muy contento porque no quería quemar su barriga enorme y su cara redonda y rojo.

Don Quijote y Sancho Panza fueron al campo y vino un monstruo con una cabeza enorme y dientes puntados.

- Te mataré - dijo el monstruo
- No me matarás - dijo Don Quijote
- Me quemaré - dijo Sancho Panza

Empezaron a luchar y Sancho Panza cayó al suelo. Como era muy gordo Don Quijote no podía mover su cuerpo y decidió dejar su compañero leal al suelo hasta el día siguiente.

- Volveré mañana - dijo Don Quijote

Al día siguiente volvió Don Quijote.

Sancho Panza dijo

- No volveré contigo.
- ¿Tienes miedo del monstruo? preguntó Don Quijote
- No. Tengo miedo del sol. Necesito mi factor 50 dijo Sancho Panza

FIN

German exemplification standards file level 6

Pupil's profile

Pupil D has been learning German as her first foreign language throughout key stage 3. She enjoys language learning and in year 9, as well as covering more traditional contexts such as school life, has learnt German through cross-curricular themes such as fairy tales, Vienna, art and history.

Evidence groups

[View whole page](#)

Schule	Märchen	Rotkäppchen	Wien und Kultur	Overall assessment judgement
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[Show assessment commentary](#)

Wien und Kultur


Context

This work was produced as part of a unit on life in Vienna. To provide background, pupils independently researched the city before carrying out focused language work on Vienna, its café culture, art and famous residents. In order to focus on language for different purposes, pupils looked at the language of instruction in recipes and used this for a real purpose – to make their own Sachertorte. They listened to the recipe in class and made the cakes at home, photographing the process as they went along. They then shared their experiences through a presentation in class and, of course, a tasting!


Pupil's work



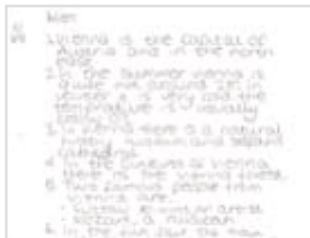
[6. Making the Sachertorte: Writing](#)



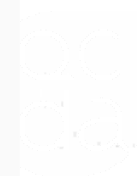
[1. Reading activity about Vienna](#)



[2. Reading activity about Vienna](#)



[3. Pupil's responses to reading activity](#)



Am Dienstag habe ich eine Sachertorte mit Bronwen gebackt!

Zuerst haben wir die Zutaten gesammelt: 60g Bitterschokolade, 60g Butter, 6 Eis, 50g Puderzucker, 40g Zucker, 60g Mehl. Ich habe den Ofen bis auf 180 Grad geheizt.

1. Bronwen hat 60g Schokolade und 60g Butter gemischt.



2. Ich habe sechs Eier gebrochen. Das sind so viele Eier! Ich habe Eigelbe und Eiweiße getrennt.



3. Dann habe ich Eigelbe und Puderzucker gemischt. Ich habe Schokolade und Butter und Eigelbe und Puderzucker gegossen. Danach habe ich Eiweiße und Zucker gemischt. Ich habe 60g Mehl gemischt.



4. Wir haben die Mischung für 50 Minuten gebacken. Inzwischen, habe ich 120g Schokolade mit 120g Butter geschmolzen. Letztlich habe ich das Gemisch auf die Sachertorte gegossen. Fertig!



5. Es hat Spass gemacht und der Kuchen hat gut geschmeckt!

Overall assessment judgement

German exemplification standards file level 6

Overall, Pupil D is working at [level 6](#).

Listening and speaking:

Pupil D has shown she understands spoken language from different sources, sometimes in new contexts. Although less confident in speaking than writing, she has produced a short presentation independently about a fairy tale character that contained a variety of structures and in which her pronunciation and intonation were mostly accurate. She took part in a conversation with her teacher about school and showed some creative use of familiar language producing detailed and some more extended responses. She has also adapted previously learnt language to create a presentation about cake making.

Reading and writing:

Pupil D has understood different types of texts featuring a variety of structures, including different tenses and time references (in Wien und Kultur). She dealt with texts of various lengths. She has made good use of her knowledge of grammar, syntax and context to work out the meaning of unfamiliar language.

She has shown she can adapt previously learnt language for new contexts and write different types of text that communicate meaning effectively, including a more extended piece about her school.

Intercultural understanding:

The cross-curricular themes have ensured that Pupil D has deepened her knowledge of Germany and German-speaking countries and communities. She has learnt about schooling in Germany and historical information related to Vienna and the Grimm brothers. She has selected and presented some information and described and commented on some similarities and differences.

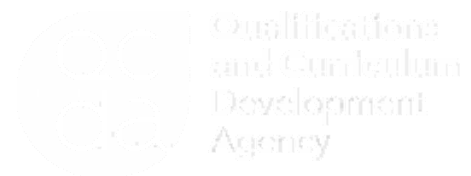
Peer and self-assessment



Filming and reviewing a greetings role play

Kyle uses a video camera to film a role play and reviews his own performance with his teacher.

Using the standards files



- Standards files enable teachers across the country to have a common understanding of different levels and the different aspects of the subject that underpin each one. They can be used to :
 - to standardise judgements, so that teachers have a shared understanding of national standards before they make assessments
 - as a reference when assessing students
 - to illustrate to pupils(and their parents) what it means to make progress
 - to support moderation
 - to exemplify good assessment practice.

Referencing

- When assessing your own students exemplification standards files could be used:
 - as a benchmark
 - to compare your students' performance with examples that have been assessed against national standards
 - to check how much evidence of attainment is needed at a specific level
 - to see what is typical of performance in adjacent levels, for example comparing two collections of work
 - to check what progression looks like

Standardisation and Moderation

- Departments could use the materials for standardisation in the following way :
 - Teachers assess the work of one exemplification standards file student using a version with the judgements removed and then compare their judgements with those in the file
 - Teachers copy one or two collections of work from their own students, without any annotation or commentary, and ask colleagues to identify students in the exemplification standards files whose performance is closest to their students
 - Group of teachers reviewing a sample of class teachers' initial assessments, reconciling any disagreements and agreeing a final judgement.

Exemplifying Assessment Practice

- Subject leaders and others running training sessions could use the materials to illustrate particular aspects of assessment. Discussion could focus on:
 - attainment at a particular level or an aspect of the subject at different levels
 - extending the range of evidence in different languages to support periodic assessment
 - how much evidence of attainment is needed to support a judgement
 - whether it is harder to find evidence for some areas of the Modern Languages curriculum than others and what can be done about this
 - identifying the next steps in teaching and learning for a student or groups of students

When getting started a Modern Languages Department could consider:

- what evidence they currently have for pupils' performance
- how they might broaden the range of evidence they use to make period judgements
- their curriculum planning and whether they will get evidence of pupil achievement across all aspects of a programme of study for a subject
- how they might involve pupils in this process.
- how they might make this process manageable
- how they might ensure that a consistent approach to the process is taken across a whole department, against national standards

National Curriculum Exemplification of Standards Files



French phrase book: reading and writing activity (1)
Lauren created a simple phrase book for a visitor to France.

- <http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>