

KS3 Assessment Rubric – MFL – READING, RESPONDING & WRITING

Year 7

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> • Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. • They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words. • Pupils write a few short sentences, with support, using expressions that they have already learnt. • They express personal responses. • They write short phrases from memory and their spelling is readily understandable. 	<ul style="list-style-type: none"> • Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. • When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words. • Pupils write short texts on familiar topics, adapting language that they have already learnt. • They draw largely on memorised language. • They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. • They begin to use dictionaries or glossaries to check words they have learnt. 	<ul style="list-style-type: none"> • Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. • Their independent reading includes authentic materials. • They are generally confident in reading aloud, and in using reference materials. • Pupils write short texts on a range of familiar topics, using simple sentences. • They refer to recent experiences or future plans, as well as to everyday activities. • Although there may be some mistakes, the meaning can be understood with little or no difficulty. • They use dictionaries or glossaries to check words they have learnt and to look up unknown words.

Year 8

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> • Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. • When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words. • Pupils write short texts on familiar topics, adapting language that they have already learnt. • They draw largely on memorised language. • They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. • They begin to use dictionaries or glossaries to check words they have learnt. 	<ul style="list-style-type: none"> • Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. • Their independent reading includes authentic materials. • They are generally confident in reading aloud, and in using reference materials. • Pupils write short texts on a range of familiar topics, using simple sentences. • They refer to recent experiences or future plans, as well as to everyday activities. • Although there may be some mistakes, the meaning can be understood with little or no difficulty. • They use dictionaries or glossaries to check words they have learnt and to look up unknown words. 	<ul style="list-style-type: none"> • Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. • They identify and note the main points and specific details. • They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. • They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language. • Pupils write texts giving and seeking information and opinions. • They use descriptive language and a variety of structures. • They apply grammar in new contexts. • Although there may be a few mistakes, the meaning is usually clear.

Year 9

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> • Pupils show that they understand the main points and opinions in written texts from various contexts, including present, past or future events. • Their independent reading includes authentic materials. • They are generally confident in reading aloud, and in using reference materials. • Pupils write short texts on a range of familiar topics, using simple sentences. • They refer to recent experiences or future plans, as well as to everyday activities. • Although there may be some mistakes, the meaning can be understood with little or no difficulty. • They use dictionaries or glossaries to check words they have learnt and to look up unknown words. 	<ul style="list-style-type: none"> • Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. • They identify and note the main points and specific details. • They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. • They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language. • Pupils write texts giving and seeking information and opinions. • They use descriptive language and a variety of structures. • They apply grammar in new contexts. • Although there may be a few mistakes, the meaning is usually clear. 	<ul style="list-style-type: none"> • Pupils show that they understand longer texts and recognise people's points of view. • These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. • Pupils use new vocabulary and structures found in their reading to respond in speech or writing. • They use reference materials when these are helpful. • Pupils write articles or stories of varying lengths, conveying opinions and points of view. • They write about real and imaginary subjects and use an appropriate register. • They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. • They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.