## **Key Stage 3 MFL Assessment Grid**



	T	T	T	1		l E	Т	T	Other's Park (Ben School)
	Α	В	С	D	E	r	G	Н	I
Receptive	Can <b>remember</b> key	Can recognise and	Can <b>understand</b> the gist	Can <b>understand</b> the	Can understand all	Can <b>understand</b> the gist	Can <b>understand</b> the	Can <b>understand</b> the	Can <b>understand</b> the
Strand	vocabulary	understand key vocabulary in written	of a short written text	meaning of a short written text and respond	details of a short written text and accurately	of an extended written text and respond to	meaning of an extended written text and respond	meaning of an extended written text and	meaning of an extended written text and
	Can <b>recognise</b> key	texts	Can <b>understand</b> a short	to comprehension	respond to	comprehension	to comprehension	summarise in English	summarise in target
<u>Understand</u>	vocabulary in written	texts	spoken phrase in target	questions	comprehension	questions	questions	Summarise in English	language
and	texts	Can <b>identify</b> key words in	language	4	questions	4	4	Can <b>understand</b> a short	
comprehend		short spoken sentences		Can <b>identify</b> key words in	·	Can <b>understand</b> a short	Can <b>understand</b> a short	dialogue and an	Can <b>understand</b> a short
written and	Can recognise individual		Can <b>translate</b> short	order to understand	Can <b>understand</b> the <b>gist</b>	dialogue can begin to	dialogue and an	extended dialogue and	dialogue and an
spoken target	words in spoken	Can <b>translate</b> short	sentences mostly	parts of a short dialogue	of a short dialogue	understand gist of an	extended dialogue and	summarise in English	extended dialogue and
language	language	sentences from target	accurately			extended dialogue	answer questions		summarise in target
	Can <b>translate</b> key words	language with some		Can <b>recognise</b> a question	Can <b>translate</b> a short	Can <b>translate</b> a short	Can <b>translate</b> a short	Can <b>translate</b> a short	language
	into English	errors		in spoken language	paragraph with minor errors	paragraph with major	paragraph with minor	paragraph with little to no errors	Can <b>translate</b> authentic
	into English			Can begin to <b>translate</b> a	CITOIS	errors in complex	errors (mainly in complex	110 611013	texts with little to no
				short paragraph with		structures	structures)	Can <b>justify</b> responses to	errors
				errors				comprehension	
								questions in English	Can <b>justify</b> responses to
									comprehension
									questions in target
Productive	Can repeat individual	Can <b>pronounce</b> basic	Can <b>produce</b> short	Can <b>produce</b> short	Can <b>produce</b> short	Can <b>respond</b> to	Can <b>respond</b> to and ask	Can begin to have <b>fluent</b>	language Can have <b>fluent</b> dialogue
Strand	words in spoken	vocabulary mostly	spoken sentences with	spoken sentences mostly	spoken sentences	questions and participate	questions and maintain	dialogue with some	with <b>spontaneity</b>
Stranu	language	accurately	errors	accurately	accurately	in limited dialogue	dialogue	elements of <b>spontaneity</b>	<b></b>
Independent		,		,	,			, ,	Can write extended
production of	Can write single words	Can write single words	Can write short	Can write a short	Can write a short	Can <b>justify</b> opinions in	Can write extended	Can write extended	answers with accurate
written and	with some spelling errors	accurately and short	sentences with	paragraph with frequent	paragraph with minor	written and spoken	answers with mainly	answers with accurate	use of tenses and
spoken target		sentences with frequent	occasional errors	errors	errors	language	accurate use of tenses	use of tenses and	complex structures
language		errors	Can <b>translate</b> single	Can <b>translate</b> sentences	Can <b>express</b> opinions	Can begin to write	Can <b>translate</b> a short	attempt complex	Can use <b>reported speech</b>
			words into target	into target language with	Can <b>express</b> opinions	extended answers with	paragraph into target	structures	and change subject of a
			language	some errors	Can <b>translate</b> sentences	reference to three time	language with occasional	Can <b>translate</b> a more	sentence
			0.101		into target language with	frames	errors	complex paragraph into	
					minor errors			target language with	Can <b>translate</b> a more
						Can <b>translate</b> a short		occasional errors	complex paragraph into
						paragraph into target			target language
						language with frequent			
Grammar	Can <b>recognise</b> an	Can <b>recognise</b> an	Can attempt to use	Can <b>use</b> common verbs	Can use <b>regular verbs</b> in	errors Can start to use irregular	Can use key irregular	Can use key irregular	Can use <b>hypothetical</b>
Strand	infinitive verb	infinitive verb and a 1ps	common verbs in present	in the present tense with	the present tense	verbs in the <b>present</b>	verbs accurately in	verbs accurately in	clauses
Strana		verb in present tense	tense	some errors	accurately	tense	present tense and begin	multiple tenses	
Demonstrate	Can <b>recognise</b> the gender						to use them in more <b>time</b>		Can use set subjunctive
knowledge	of a noun	Can <b>understand</b> gender	Can begin to distinguish	Can begin to <b>use</b> past	Can use r <b>egular past</b>	Can accurately use key	frames	Can begin to analyse the	phrases
and		and quantity of a noun	between different tenses	tenses	tense with minor errors	verbs in the <b>past tense</b>	Con handa ka diakin midak	use <b>two past tenses</b> and	
understanding		Can recognice an	Can <b>identify</b> the gender	Can attempt to annly the	Can attempt to use	Can accurately use the	Can begin to distinguish	differentiate	
of structures		Can <b>recognise</b> an adjective	Can <b>identify</b> the gender and quantity of a noun	Can attempt to <b>apply</b> the rules of adjectival	Can attempt to use future time frames	Can accurately use the immediate future tense	between <b>two past tenses</b>	Can use the <b>conditional</b>	
and		dajective	and quantity of a noull	agreement and position	Tatal 5 time frames		Can begin to use the	tense	
mechanics of			Can <b>understand</b> the rules		Can <b>apply</b> the rules of	Can begin to use	conditional tense		
target			around adjectival	Can begin to identify	adjectival agreement and	comparative structures		Can confidently use	
language			agreement	common errors in	position		Can use both	modal verbs and	
				sentences	Considerable 1	Can begin to use <b>modal</b>	comparative and	impersonal structures	
					Can <b>identify</b> and <b>explain</b>	verbs and impersonal structures	superlative structures	Can use a variety of	
					common errors in sentences	Structures	Can begin to use <b>modal</b>	Can use a variety of <b>pronouns</b>	
					Schlences		verbs and impersonal	pronouns	
							structures	Can use <b>reflexive verbs</b>	
							Can use a variety of	in the first person	
							pronouns		



## Key Stage 3 Assessment Pathway Plan

Year 7						
Pathway	Assessment Point 1	Assessment Point 2				
Foundation (99-)	A	A-B				
Intermediate (100-110)	A-B	B-C				
Higher (111+)	B-C	C-D				

Year 8					
Pathway	Assessment Point 1	Assessment Point 2			
Foundation	B-C	B-C			
Intermediate	C-D	D-E			
Higher	D-E	E-F			

Year 9						
Pathway	Assessment Point 1	Assessment Point 2				
Foundation	C-D	C-D				
Intermediate	E-F	E-F				
Higher	F-G	G-H				