

## KEY STAGE 3 ASSESSMENT MARKING IN MFL

In KS3 students' writing and speaking will be assessed termly. Their attainment will be measured on the criteria below. Each band has a number of skills that will need to be developed over KS3. It is expected that most students will start in the emerging band in Year 7 and work their way up the bands throughout KS3. If a student achieves the criteria, they will stay in the same band and if they exceed them, they will move to the next band. A student who does not consistently achieve the required skills could be moved down a band. Hence, as parent you will be able to monitor your child's progress in Languages.

MFL Writing: Marking Criteria			
Band		Students can/include:	✓
<b>Emerging</b>	-	<ul style="list-style-type: none"> <li>• copy single phrases correctly</li> <li>• write single words from memory, (approx. spelling)</li> <li>• write basic information / single sentence with support (model)</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• two or three sentences with support (model)</li> <li>• short sentence from memory (approx. spelling)</li> <li>• select the right word to fill in gaps in sentences</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• opinions</li> <li>• 3 or 4 prepared sentences from memory with understandable spelling</li> <li>• Mainly memorised language with occasional substitution</li> </ul>	
<b>Developing</b>	-	<ul style="list-style-type: none"> <li>• simple connectives</li> <li>• 4+ prepared sentences from memory (a paragraph) usually correctly spelt</li> <li>• use grammatical knowledge to adapt and write new sentences</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• justifications</li> <li>• edit and redraft</li> <li>• translate English sentences (familiar language used in new combinations)</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• check the spelling/meaning of words from a dictionary</li> <li>• some mistakes but understandable without difficulty</li> <li>• consistently develop using a range of vocab (adjectives, intensifiers...)</li> </ul>	
<b>Secure</b>	-	<ul style="list-style-type: none"> <li>• 2 tenses</li> <li>• write longer prepared passages from memory (several paragraphs)</li> <li>• more accurate than inaccurate (some major errors)</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• varied vocabulary</li> <li>• varied connectives</li> <li>• all answers developed</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• range of subject pronouns</li> <li>• write questions</li> <li>• well organised structure</li> </ul>	
<b>Excelling</b>	-	<ul style="list-style-type: none"> <li>• 3+ tenses used confidently &amp; successfully</li> <li>• generally accurate, errors are minor, meaning is always clear</li> <li>• answer unprepared questions</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• sophisticated points of view</li> <li>• translate short texts (wider range of structures and contexts)</li> <li>• well organised structure</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• sophisticated connectives (si, quand...)</li> <li>• use of irregular verbs or exceptions</li> <li>• extra details (time phrases, negatives, comparisons...)</li> </ul>	

**MFL Speaking: Marking Criteria**

<b>Band</b>		Students can/include:	✓
<b>Emerging</b>	-	<ul style="list-style-type: none"> <li>• say single words from memory</li> <li>• basic information / single sentence with support (model)</li> <li>• use basic classroom TL</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• take part in short prepared conversation / presentation with support</li> <li>• 2 or 3 set phrases from memory (approx. pronunciation but understandable)</li> <li>• imitate pronunciation with success (repetition)</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• opinions</li> <li>• 3 or 4 sentences from memory</li> <li>• mainly memorised language with occasional substitution</li> </ul>	
<b>Developing</b>	-	<ul style="list-style-type: none"> <li>• simple connectives</li> <li>• prepared presentation / conversation on familiar topics.</li> <li>• use grammatical knowledge to adapt and make new sentences with support</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• justifications</li> <li>• show an awareness of sound patterns</li> <li>• familiar language used in new combinations without support</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• pronunciation is generally accurate</li> <li>• some mistakes but understandable without difficulty</li> <li>• consistently develop using a range of vocab (adjectives, intensifiers...)</li> </ul>	
<b>Secure</b>	-	<ul style="list-style-type: none"> <li>• 2 tenses</li> <li>• prepared conversation on familiar topics from memory (5+ responses)</li> <li>• more accurate than inaccurate (some major errors)</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• varied vocabulary</li> <li>• varied connectives</li> <li>• all answers developed</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• range of subject pronouns</li> <li>• ask questions</li> <li>• speak confidently with good pronunciation and intonation</li> </ul>	
<b>Excelling</b>	-	<ul style="list-style-type: none"> <li>• 3 tenses + used confidently and successfully</li> <li>• generally accurate, errors are minor, meaning is always clear</li> <li>• answer unprepared questions</li> </ul>	
	=	<ul style="list-style-type: none"> <li>• sophisticated points of view</li> <li>• sound fluent with accurate pronunciation and intonation</li> <li>• well organised structure</li> </ul>	
	+	<ul style="list-style-type: none"> <li>• sophisticated connectives (si, quand...)</li> <li>• use of irregular verbs or exceptions</li> <li>• extra details (time phrases, negatives, comparisons...)</li> </ul>	

### KS3 to KS4 Summative Attainment to GCSE Grades

Band at the end of KS3	Most likely outcome at GCSE given KS3 attainment	Possible outcome at GCSE depending on attitude and effort	
		Negative behaviour to learning	Positive behaviour to learning
Excelling	7-9	1-6	8-9
Secure	5-7	1-4	6-8
Developing	3-5	1-2	4-6
Emerging	1-3		2-4