



HILLSIDE
HIGH SCHOOL

Excellence in the Heart of the Community



KEY STAGE 3 Y7 - Y9



ASSESSMENT STEPS



SPANISH

COMPONENT 1 - Speaking

Emerging	Developing	Securing	Mastering	Excelling
<ul style="list-style-type: none">• Students can usually identify basic sound patterns.• Students can give short replies to basic familiar questions.• Students are able to communicate very short responses that they have learnt off by heart although they often hesitate.• Students can sometimes pronounce some familiar words accurately. Students can sometimes express some simple opinions.• Students can recall and talk about some factual, cultural and geographical information about the Spanish-speaking world.	<ul style="list-style-type: none">• Students can usually ask and answer some simple questions with reasonable accuracy on a current/recently covered topic.• Students can communicate short responses; albeit with some hesitation and, sometimes, a reliance on having learnt them by memory.• Students can often pronounce familiar words accurately.• Students can usually exchange simple opinions on some familiar topics.• Students are able to show some knowledge of vocabulary on topics that have recently been covered in class.• Students are able to use the present tense and a few connectives accurately when speaking.	<ul style="list-style-type: none">• Students can respond to an increasing range of simple questions on various topics and can occasionally develop longer responses using connectives.• Students can communicate simple responses clearly although they sometimes hesitate and their responses can, at times, sound pre-learnt.• Students can take part in short dialogues using familiar vocabulary and common grammatical structures using some different word categories.• Students can speak with some intonation and pronounce familiar words relatively accurately. Accent is generally understandable.• Students can express opinions and occasionally explain them.• Students are able to communicate with some range of vocabulary on familiar topics.• Students can speak in the present tense and sometimes successfully in another time frame.	<ul style="list-style-type: none">• Students can respond with some spontaneity to a variety of questions and demonstrate ability to expand some answers where appropriate although their responses can at times sound pre-learnt.• Students can ask some questions; albeit with a little hesitation.• Students are able to demonstrate improving pronunciation and intonation accuracy; although there is greater inconsistency when presented with more challenging and complex language. Accent is generally understandable.• Students can often develop their responses and talk about events in some detail; giving and explaining opinions on a range of topics.• Students are able to communicate with an increasing range of vocabulary and grammatical structures.• Students can communicate with increasing accuracy in three time frames with any errors (occasional serious ones) not impeding upon communication.	<ul style="list-style-type: none">• Students can respond with increasing spontaneity to unexpected questions and expand answers where appropriate on a range of topics.• Students are able to ask some unsolicited questions; albeit with a little hesitation and begin to initiate and develop conversations and narrate events on a range of topics with increasing coherence and confidence.• Students are able to demonstrate a good level of pronunciation and intonation accuracy; with inconsistency in more challenging and complex language. Accent is understandable.• Students can develop their responses (explaining opinions on a range of topics) and can talk clearly about events in some detail.• Students are able to use a good range of vocabulary and higher level language structures.• Students can use a wider range of more complex grammatical structures and communicate with a good level of accuracy in three time frames.• Students can make minor and some major errors but can apply break down strategies to identify unknown words, phrases and grammar structures.

COMPONENT 2 - Listening

Emerging	Developing	Securing	Mastering	Excelling
<ul style="list-style-type: none">• Students can recognise cognates and some familiar words spoken in short sentences• Students can pick out key words in short sentences• Students can sometimes recognise basic positive and negative opinions.• Students know some basic vocabulary from topics that have recently been covered.• Students are sometimes able to answer basic comprehension questions on a on topic they are familiar with.	<ul style="list-style-type: none">• Students can understand the gist of short passages on a topic they are familiar with after listening to it several times.• Students are able to understand a range of familiar words and phrases in short passages.• Students can usually recognise basic positive and negative opinions• Students know some of the vocabulary from topics that have recently been covered.• Students are able to answer basic comprehension questions on a topic they are familiar with.	<ul style="list-style-type: none">• Students can understand short spoken passages on a topic recently covered.• Students are sometimes able to pick out key information in longer passages after listening to them several times• Students can recognise positive and negative points of view.• Students know a range of vocabulary on topics that have been covered recently.• Students can sometimes deduce the meaning of unfamiliar words in short passages• Students can sometimes make the connection between the spoken/written word.• Students are sometimes able to use strategies to decode short unfamiliar passages.• Students can sometimes interpret the tone of the speaker's voice to help them understand their point of view.	<ul style="list-style-type: none">• Students can understand longer spoken passages on a topic recently covered.• Students are often able to pick out key information in longer passages spoken by a native speaker at near normal speed after listening to them several times.• Students can identify a variety of time frames, grammatical structures and listen for positive and negative points of view.• Students know a good range of vocabulary on topics that have been covered recently.• Students can often make the connection between the spoken/written word.• Students are often able to use a number of strategies to decode the meaning of longer unfamiliar passages.• Students often listen for the tone of the speaker's voice to help deduce meaning.• Students are able to answer comprehension questions accurately.	<ul style="list-style-type: none">• Students are able to pick out the key points of long passages spoken by native speakers at normal speed.• Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in passages.• Students are able to identify the relevant information from spoken passages.• Students can understand passages on a range of topics.• Students know a very good range of vocabulary on topics that have been covered recently.• Students can listen for tone and intonation and use this information to help them to deduce meaning and draw logical conclusions.• Students are able to demonstrate some good listening strategies which enable them to decipher unknown vocabulary items.• Students are often able to answer more higher level comprehension questions accurately..

COMPONENT 3 - Reading

Emerging	Developing	Securing	Mastering	Excelling
<ul style="list-style-type: none"> Students can recognise cognates and some familiar words written in short sentences Students can pick out key words in short sentences. Students can sometimes recognise basic positive and negative opinions in short sentences Students know some basic vocabulary from topics that have recently been covered. Students are sometimes able to answer basic comprehension questions on a topic they are familiar with 	<ul style="list-style-type: none"> Students can understand the gist of short passages on a topic they are familiar with after reading it several times. Students can understand a range of familiar words and phrases in short texts. Students can usually recognise basic positive and negative opinions Students know some of the vocabulary from topics that have recently been covered. Students can occasionally deduce the meaning of unfamiliar words. Students are able to answer basic comprehension questions on a topic they are familiar with. 	<ul style="list-style-type: none"> Students can understand short passages on a topic recently covered. Students are sometimes able to pick out key information in longer passages after reading it several times Students can recognise positive and negative points of view. Students know a range of vocabulary on topics that have been covered recently. Students can sometimes deduce the meaning of unfamiliar words in short passages Students can sometimes identify different time frames in written passages. Students are sometimes able to use strategies to decode short unfamiliar passages. 	<ul style="list-style-type: none"> Students can understand longer written texts on a topic recently covered. Students can skim and scan a text to look for relevant information and usually draw reasonable conclusions from what they read. Students can recognise a variety of time frames, grammatical structures and identify positive and negative points of view. Students know a good range of vocabulary on topics that have been covered recently. Students are often able to use a number of strategies to help them decode the meaning of longer unfamiliar passages. Students can understand authentic Spanish texts on topics they are familiar with. Students are able to skim and scan a text to look for relevant information and often they can draw reasonable conclusions. Students are able to answer 	<ul style="list-style-type: none"> Students are able to pick out the key points of long written passages with some ease. Students can understand many grammatical structures and recognise time frames, synonyms, antonyms and positive/negative opinions in written passages Students can understand authentic Spanish texts on topics they have covered recently. Students can understand passages on a range of topics. Students know a very good range of vocabulary on topics that have been covered recently. Students can identify the context of a written text; skimming and scanning a text to find the information quickly. Students are able to apply some good strategies which enable them to deduce meaning and draw logical conclusions. Students are often able to answer more higher level comprehension questions accurately.

COMPONENT 4 - Writing

Emerging	Developing	Securing	Mastering	Excelling
<ul style="list-style-type: none"> Students can translate familiar words and short phrases into Spanish. Students can write a few short phrases giving very basic information with structured support. Students can write some familiar words from memory. Students can usually identify and show awareness of very basic language patterns. Students can occasionally express a simple opinion. Students can recognise some basic vocabulary on topics that have recently been covered in class. 	<ul style="list-style-type: none"> Students can write short answers with support to some simple, familiar questions on a current/recently covered topic using frequently-used present tense verbs with some accuracy. Students can usually translate short, simple sentences containing familiar vocabulary and structures into Spanish. Students are able to communicate some basic responses using straightforward language that are usually understandable. Students can sometimes express simple opinions. Students can identify some simple patterns in language. Students can recall some simple vocabulary on topics that have recently been covered in class. 	<ul style="list-style-type: none"> Students can write answers reasonably accurately to a range of simple questions on topics studied and can occasionally develop a longer response with some connectives. Students can write a short response increasingly clearly. Students can use a dictionary to look up words and check spellings. Students are able to identify some simple language patterns (such as gender) and verb patterns; using knowledge of the latter to form tenses. Students can often refer to two different time frames with some success. Students can express opinions and occasionally explain them. Students are able to communicate with some range of appropriate 	<ul style="list-style-type: none"> Students can write with reasonably good detail and communicate a range of information with relatively accurate style and register. Students can translate written passages into Spanish with reasonable accuracy. Students can write longer sentences using an increasing range of vocabulary, connectives and sometimes complex structures and express a good variety of reasons for opinions. Students can communicate in two to three time frames with relative success and most of their verb structures are accurate. Students can use a dictionary to look up a variety of words, check verb forms and spellings. Students can identify a range of language patterns and can apply this knowledge to improve the quality and variety of their writing. 	<ul style="list-style-type: none"> Students can write with increasing detail and include quite a lot of information accurately. Students are able to use a good range of vocabulary across a variety of topic areas, narrate events and express well-justified opinions. Students can link sentences and paragraphs, structure ideas and adapt previously-learned language. Students can often write with appropriate style and register using familiar language creatively. Students can translate short passages containing linked longer sentences into Spanish with generally good accuracy although some errors sometimes occur with more complex structures. Students can write longer sentences using a range of connectives and some complex structures and communicate generally accurately in three time frames. Students can use a dictionary to look up words, consolidate verb patterns and find synonyms.