



### Assessment Map

Year 9

### Skills descriptors

Listening

Speaking

Reading

Writing

Vocabulary and Grammar



## YEAR 9

<b>MASTERING +</b> Achieving above Mastering stage.
<b>MASTERING</b> Students understand longer and more varied passages, spoken at near normal speed, which may contain some unpredictable elements, different time frames and a range of structures.
<b>SECURING</b> Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.
<b>DEVELOPING</b> Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.
<b>ACQUIRING</b> Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.

### YEAR 9

<b>MASTERING +</b> Achieving above Mastering stage.
<b>MASTERING</b> Students initiate and engage in longer stretches of conversation with increased confidence and cope with some unpredictable questions or responses. Students try out more ambitious language and give more developed responses on a range of topics, which go beyond personal, everyday issues.
<b>SECURING</b> Students take part in conversations on familiar topics covered during year 9, using more than one time frame. They can construct basic questions independently, using a variety of structures with more frequent pauses and less spontaneous interactions than Mastering.
<b>DEVELOPING</b> Students can interact within familiar topics, occasionally asking questions independently, and students can use simple phrases to express information in more than one time frame with some success, hesitation and/or inaccuracy.
<b>ACQUIRING</b> Students can interact on some familiar topics, including expressing occasional opinions. Some prompting may be necessary. Students can use simple vocabulary to describe people, places, things and actions, with variable pronunciation, likely hesitation and/or inaccuracy.

## YEAR 9

<b>MASTERING +</b>
<p><b>MASTERING</b></p> <p>Students understand longer, varied texts which may contain some unpredictable elements, different time frames and a range of structures. Students can translate short passages into English from any of the previously studied topics.</p>
<p><b>SECURING</b></p> <p>Students understand written passages which may contain a few unpredictable elements, including a range of structures and drawn from several topics, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.</p>
<p><b>DEVELOPING</b></p> <p>Students understand written passages containing predictable information drawn from several topics, including a range of structures. Students can translate short phrases into English.</p>
<p><b>ACQUIRING</b></p> <p>Students may understand written passages containing predictable information drawn from four-five topics. Students translate occasional words within a sentence into English with variable success.</p>

## YEAR 9

<p><b>MASTERING +</b> Achieving above Mastering stage.</p>
<p><b>MASTERING</b> Students can write extended pieces from memory, drawn from a variety of topics. The writing produced can be pleasant to read as students can use some complex structures (perhaps with some errors), three time frames as well as accurate language. Students can also translate a short paragraph in to Spanish from English with good accuracy.</p>
<p><b>SECURING</b> Students can write text from memory, using some variety of structures and time frames, producing written work that is more accurate than not. Students can also translate a short paragraph in to Spanish from English with accuracy.</p>
<p><b>DEVELOPING</b> Students can write on one topic, occasionally attempting more than one time frame. Work is more inaccurate than accurate. Students can translate simple sentences in to Spanish from English with varying success and accuracy.</p>
<p><b>ACQUIRING</b> Students can write on one topic, using one time frame. Work is more inaccurate than accurate. Students can translate vocabulary within simple sentences in to Spanish from English with limited success and accuracy.</p>

## YEAR 9

<p><b>MASTERING +</b> Achieving above Mastering stage.</p>
<p><b>MASTERING</b> Students can recall and use a range of verbs, selecting and forming the correct tense with familiar language, with some errors, and can form the present, past and near future tense of regular verbs and some familiar irregular verbs. Students can use recycled vocabulary to decipher unfamiliar language.</p>
<p><b>SECURING</b> Students can use a range of verbs, sometimes selecting and forming the correct tense with familiar language with some errors, and can form the present, past and near future tense of regular and recognise some familiar irregular verbs. Students can use recycled vocabulary to decipher some unfamiliar language.</p>
<p><b>DEVELOPING</b> Students can use a limited range of verbs, occasionally selecting and forming the correct tense with familiar language with some errors. Students can occasionally conjugate and recognise regular verbs in the present, past and near future tense. Students can use recycled vocabulary to decipher some unfamiliar language.</p>
<p><b>ACQUIRING</b> Students can use a limited range of vocabulary, occasionally selecting and forming the correct word within familiar language with some errors. Students can occasionally conjugate and recognise regular verbs in the present and near future tense. Students occasionally use recycled vocabulary to decipher some unfamiliar language.</p>