MFL – ASSESSMENT CRITERIA – KS3 – GREAT WESTERN ACADEMY

YEAR 7		YEAR 8		YEAR 9		READING + TRANSLATION INTO ENGLISH	LISTENING	WRITING + TRANSLATION INTO TARGET LANGUAGE	SPEAKING
				Making more than expected progress	9 8 7	• recognise 3+ tenses • successfully work out new words/phrases in context • can extract very high levels of meaning from written passages that include complex and unfamiliar language • translate a passage very accurately into English	• interpret a variety of attitudes including positive or negative adjectives and adverbs • understand 3+ tenses • respond accurately in TL	• a mark between 18 and 20 in the criteria below • fully translate a text into TL with the odd mistake	• a mark between 24 and 25 in the criteria below
		Making more than expected progress	9 8 7	Making expected progress	6 5 4	• understand long texts in great detail • recognise 3 tenses • understand opinions, reasons and personal points of view • respond using some TL • translate most of a short passage very accurately into English	• understand 3 tenses • understand long answers and passages • work out the meaning of new words in context • respond in English in my own words • respond mostly accurately in TL	• a mark between 15 and 17 in the criteria below • fully translate a short passage into TL with minor mistakes	• a mark between 20 and 23 in the criteria below
Making more than expected progress	9 8 7	Making expected progress	6 5 4	Not yet making expected progress	3 2 1	• understand opinions, reasons and personal points of view • can extract a some meaning from written passages that include complex and unfamiliar language • recognise 2-3 tenses • translate a short passage into English with some mistakes	• understand (dis)likes and some reasons • understand examples of 2-3 tenses • work out some information from the context	• a mark between 12 and 14 in the criteria below • translate most of a short text into TL with minor mistakes	• a mark between 15 and 19 in the criteria below
Making expected progress	6 5 4	Not yet making expected progress	3 2 1			• understand a few opinions and reasons • recognise examples of 2 tenses • translate mostly familiar language into English	• generally understand (dis)likes • understand examples of 2 tenses • respond some questions in English • work out some information from the context	• a mark between 9 and 11 in the criteria below • translate familiar language into TL	• a mark between 10 and 14 in the criteria below
Not yet making expected progress	3 2 1					• recognise cognates • understand single words • understand short statements • recognise 1 tense (present) • gives some responses in English • translate single words into English	• recognise cognates • understand single words and short statements	• a mark of 8 or lower in the criteria below • translate single words into TL	• a mark of 9 or lower in the criteria below

WRITING

COMMUNICATION

8	Response to tasks clear, detailed and in appropriate format. Structured in paragraphs. Justifies opinions. Question formation correct.
7	Response to tasks detailed and information usually clear. Some attention to format. Structured in paragraphs. Justifies opinions. Question formation correct.
6	Response to tasks detailed and information generally clear. Some attention to format. Paragraph attempted. Justifies opinions.
5	Response to tasks quite detailed, although information may sometimes be unclear. Opinions given. Justifications attempted.
4	Response to tasks quite detailed, information may sometimes be unclear, gives opinions.
3	Response to task quite short, gives opinions.
2	Response to task short, opinions given.
1	Response to task very short.

QUALITY

6	Linked sentences, three tenses correctly formed about self and others. Varied vocabulary. Varied ways of expressing tenses. Complex structures used correctly.
5	Linked sentences, two tenses always well formed about self and others. Varied vocabulary. Complex structures usually used correctly.
4	Linked sentences, can use two tenses to write correctly about self and other people accurately. Some variety of vocabulary.
3	Some linking of sentences. Two tenses attempted. Some variety of vocabulary.
2	Usually responds in sentences, some linking of sentences. Present tense used to talk about self and other people accurately.
1	Sometimes responds in sentences.

ACCURACY

6	Only one or two errors, if any at all.
5	Very few errors.
4	More accurate than inaccurate.
3	Errors do not usually prevent communication.
2	Errors sometimes prevent communication.
1	Errors often prevent communication.

*Marks for Quality and Accuracy cannot be higher than Communication.

SPEAKING

COMMUNICATION

8	Develops all answers in detail. All information conveyed clearly. Justifies opinions. Asks questions.	
7	Develops all answers. Nearly all information conveyed clearly. Gives opinions and justifies most of them. Asks a question.	
6	Answers most questions and develops some answers in detail. Most information conveyed clearly. Gives opinions and attempts to justify most of them. Asks a question.	
5	Answers most questions and attempts to develop some answers. Information usually conveyed clearly. Gives opinions and attempts to justify some of them.	
4	Answers some questions and attempts to develop some answers. Information sometimes not clear. Gives opinions.	
3	Answers some questions, occasionally attempting to develop answers. Information not always clear. Gives opinions.	
2	Answers some questions. Errors often prevent communication.	
1	Answers at least one question.	

QUALITY

6	Linked sentences, three tenses correctly formed about self and others. Varied vocabulary. Varied ways of expressing tenses. Complex structures used correctly.	
5	Linked sentences, two tenses always well formed about self and others. Varied vocabulary. Complex structures usually used correctly.	
4	Generally responds in sentences which are often linked. Two tenses attempted.	
3	Some linking of sentences. Present tense used to talk about self and other people accurately.	
2	Usually responds in sentences, some linking of sentences.	
1	Sometimes responds in sentences.	

INTERACTION

6	Responds promptly. Speaks fluently.	
5	Usually responds promptly. Some flow of language.	
4	Some hesitation but reasonable pace of delivery.	
3	Some hesitation. Unable to answer some questions.	
2	A lot of hesitation. Slow delivery.	
1	Large amounts of hesitation. Many gaps.	

PRONUNCIATION

5	Pronunciation consistently accurate.	
4	Pronunciation accurate with occasional errors.	
3	Pronunciation communicates, although there are errors.	
2	Pronunciation occasionally prevents communication.	
1	Pronunciation often prevents communication.	

*Marks for Quality, Interaction and Pronunciation cannot be higher than Communication.