

# KS3 Assessment

In pursuit of educational excellence for all



**KING EDWARD VI  
ASTON SCHOOL**

*Educational excellence for our City*

# Assessment methods in your primary school

- Words - Emerging, developing, secure, mastery....
- Colours – Red, yellow, amber, blue, green...

Or maybe numbers or some other system



# Curriculum assessment grades (7-1)

- In years 7, 8 and 9, Curriculum assessment grades 7- 1 will be used to assess your work in every subject



# Curriculum assessment grids

## KING EDWARD VI ASTON SCHOOL Assessment grid for Mathematics KS3

	Curriculum Grade 1	Curriculum Grade 2	Curriculum Grade 3 & 4	Curriculum Grade 5 & 6	Curriculum Grade 7
<b>Use and apply standard techniques</b>	<p><b>Basic</b> recall of facts, terminology and definitions.</p> <p><b>Basic</b> use and interpretation of notation.</p> <p><b>Basic</b> ability to carry out routine procedures or set tasks.</p>	<p><b>Reasonable</b> recall of facts, terminology and definitions.</p> <p><b>Reasonable</b> use and interpretation of notation.</p> <p><b>Reasonable</b> ability to carry out routine procedures or set tasks.</p>	<p><b>Good</b> recall of facts, terminology and definitions</p> <p><b>Good</b> use and interpretation of notation.</p> <p><b>Good</b> ability to carry out routine procedures or set tasks requiring multi-step solutions.</p>	<p><b>Accurate</b> recall of facts, terminology and definitions.</p> <p><b>Accurate</b> use and interpretation of notation.</p> <p><b>Accurate</b> ability to carry out routine procedures or set tasks requiring multi-step solutions</p>	<p><b>Proficient</b> recall of facts, terminology and definitions.</p> <p><b>Proficient</b> use and interpretation of notation.</p> <p><b>Proficient</b> ability to carry out routine procedures or set tasks requiring multi-step solutions.</p>
<b>Reason, interpret and communicate mathematically</b>	<p>Can make <b>basic</b> deductions, inferences and draw conclusions from mathematical information.</p> <p>Can construct <b>basic</b> chains of reasoning to achieve a given result.</p> <p><b>Basic</b> ability to interpret and communicate mathematical information.</p> <p><b>Basic</b> ability to present mathematical arguments.</p> <p><b>Basic</b> ability to assess the validity of an argument.</p>	<p>Can make <b>reasonable</b> deductions, inferences and draw conclusions from mathematical information.</p> <p>Can <b>reasonably</b> construct chains of reasoning to achieve a given result.</p> <p><b>Reasonable</b> ability to interpret and communicate mathematical information.</p> <p><b>Reasonable</b> ability to present mathematical arguments.</p> <p><b>Reasonable</b> ability to assess the validity of an argument and evaluate a given way of presenting information.</p>	<p>Can make <b>good</b> deductions, inferences and draw conclusions from mathematical information.</p> <p>Can construct <b>good</b> chains of reasoning to achieve a given result.</p> <p><b>Good</b> ability to interpret and communicate mathematical information.</p> <p><b>Good</b> ability to present mathematical arguments and proofs.</p> <p><b>Good</b> ability to assess the validity of an argument and evaluate a given way of presenting information.</p>	<p>Can make <b>accurate</b> deductions, inferences and draw conclusions from mathematical information.</p> <p>Can <b>accurately</b> construct chains of reasoning to achieve a given result.</p> <p><b>Accurate</b> ability to interpret and communicate mathematical information.</p> <p><b>Accurate</b> ability to present mathematical arguments and proofs.</p> <p><b>Accurate</b> ability to assess the validity of an argument and critically evaluate a given way of presenting information.</p>	<p>Can <b>proficiently</b> make deductions, inferences and draw conclusions from mathematical information.</p> <p>Can <b>proficiently</b> construct chains of reasoning to achieve a given result.</p> <p><b>Proficient</b> ability to interpret and communicate mathematical information.</p> <p><b>Proficient</b> ability to present mathematical arguments and proofs.</p> <p><b>Proficient</b> ability to assess the validity of an argument and critically evaluate a given way of presenting information.</p>
<b>Solve problems within mathematics and other contexts</b>	<p><b>Basic</b> ability to translate problems in mathematical or non-mathematical contexts into a mathematical process.</p> <p><b>Basic</b> ability to make connections between different parts of mathematics.</p> <p><b>Basic</b> ability to interpret results in the context of the given problem.</p> <p><b>Basic</b> ability to evaluate methods used and results obtained.</p> <p><b>Basic</b> ability to evaluate solutions.</p>	<p><b>Reasonable</b> ability to translate problems in mathematical or non-mathematical contexts into a mathematical process.</p> <p><b>Reasonable</b> ability to make connections between different parts of mathematics.</p> <p><b>Reasonable</b> ability to interpret results in the context of the given problem.</p> <p><b>Reasonable</b> ability to evaluate methods used and results obtained.</p> <p><b>Reasonable</b> ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p><b>Good</b> ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p><b>Good</b> ability to make and use connections between different parts of mathematics.</p> <p><b>Good</b> ability to interpret results in the context of the given problem.</p> <p><b>Good</b> ability to evaluate methods used and results obtained.</p> <p><b>Good</b> ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p><b>Accurate</b> ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p><b>Accurate</b> ability to make and use connections between different parts of mathematics.</p> <p><b>Accurate</b> ability to interpret results in the context of the given problem.</p> <p><b>Accurate</b> ability to evaluate methods used and results obtained.</p> <p><b>Accurate</b> ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p><b>Proficient</b> ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p><b>Proficient</b> ability to make and use connections between different parts of mathematics.</p> <p><b>Proficient</b> ability to interpret results in the context of the given problem.</p> <p><b>Proficient</b> ability to evaluate methods used and results obtained.</p> <p><b>Proficient</b> ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>

# Curriculum assessment grids

## RELIGIOUS EDUCATION KS3 CURRICULUM GRADES (7-1) ASSESSMENT CRITERIA

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<b>AO1</b>						
<p>Use key religious, moral or philosophical vocabulary to <b>describe</b> a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p><b>Identify a</b> religious, philosophical or moral <b>teaching or reference to scripture</b> which relates appropriately to the relevant question.</p>	<p>Use key religious, moral and philosophical vocabulary to <b>describe and begin to explain</b> a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p><b>Identify a</b> religious, philosophical or moral <b>teaching or reference to scripture</b> which relates appropriately to the relevant question.</p>	<p>Use key religious, moral and philosophical vocabulary to <b>explain</b> a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p><b>Identify and explain</b> a religious, philosophical or moral <b>teaching</b> which relates appropriately to the relevant question.</p> <p><b>Identify and explain</b> a relevant <b>reference to religious scripture, or sacred/ philosophical writing</b> which relates appropriately to the relevant question.</p>	<p>Use key religious, moral and philosophical vocabulary to explain a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p>Identify and explain <b>more than one</b> religious, philosophical or moral <b>teaching</b> which relates appropriately to a relevant question</p> <p><b>Use at least one</b> relevant reference to religious scripture, or sacred/ philosophical writing to <b>support your explanation.</b></p> <p><b>Use further evidence or example to add depth and detail</b> to your explanation.</p>	<p>Use key religious, moral and philosophical vocabulary to <b>fully explain</b> a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p>Identify and explain <b>more than one</b> religious, philosophical or moral teaching which relates appropriately to a relevant question.</p> <p>Use <b>more than one</b> relevant references to religious scripture, or sacred/ philosophical writing to support your explanation.</p> <p>Use further evidence or example to add depth and detail to explanation.</p>	<p>Use key religious, moral and philosophical vocabulary to fully explain <b>and begin to analyse/interpret</b> a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p>Identify, explain <b>and begin to analyse/interpret one or more</b> religious, philosophical or moral teachings which relates appropriately to a relevant question</p> <p>Use further evidence or example to add depth and detail to explanation <b>and analysis/interpretation.</b></p> <p>Use more than one relevant references to religious scripture, or sacred/ philosophical writing to support your explanation/ <b>analysis/ interpretation.</b></p>	<p>Use <b>complex</b> religious, moral and philosophical vocabulary to <b>provide a consistent and detailed explanation/analysis/interpretation</b> of relevant aspects of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p><b>Analyse and interpret</b> one or more religious, philosophical or moral teachings which relates appropriately to a relevant question.</p> <p>Use further evidence or example to add depth and detail to explanation and analysis/interpretation.</p> <p>Use a <b>wide range of different</b> relevant references to religious scripture, or sacred/philosophical writing to support your explanation/ analysis/ interpretation.</p>

# Understanding grade descriptors and assessing progress - Mathematics

	Curriculum Grade 1	Curriculum Grade 2	Curriculum Grade 3 & 4
<b>Use and apply standard techniques</b>	<p>Basic recall of facts, terminology and definitions.</p> <p>Basic use and interpretation of notation.</p> <p><b>Basic</b> ability to carry out routine procedures or set tasks.</p>	<p>Reasonable recall of facts, terminology and definitions.</p> <p>Reasonable use and interpretation of notation.</p> <p><b>Reasonable</b> ability to carry out routine procedures or set tasks.</p>	<p>Good recall of facts, terminology and definitions</p> <p>Good use and interpretation of notation.</p> <p><b>Good ability</b> to carry out routine procedures or set tasks <b>requiring multi-step solutions.</b></p>
<b>Reason, interpret and communicate mathematically</b>	<p>Can make basic deductions, inferences and draw conclusions from mathematical information.</p> <p>Can construct basic chains of reasoning to achieve a given result.</p> <p>Basic ability to interpret and communicate mathematical information.</p> <p>Basic ability to present mathematical arguments.</p> <p><b>Basic</b> ability to assess the validity of an argument.</p>	<p>Can make reasonable deductions, inferences and draw conclusions from mathematical information.</p> <p>Can reasonably construct chains of reasoning to achieve a given result.</p> <p>Reasonable ability to interpret and communicate mathematical information.</p> <p>Reasonable ability to present mathematical arguments.</p> <p><b>Reasonable</b> ability to assess the validity of an argument and <b>evaluate a given way of presenting information.</b></p>	<p>Can make good deductions, inferences and draw conclusions from mathematical information.</p> <p>Can construct good chains of reasoning to achieve a given result.</p> <p>Good ability to interpret and communicate mathematical information.</p> <p>Good ability to present mathematical arguments and proofs.</p> <p><b>Good</b> ability to assess the validity of an argument and evaluate a given way of presenting information</p>



# Understanding grade descriptors and assessing progress - **Mathematics**

## Curriculum Grade 1

**Basic** ability to carry out routine procedures or set tasks.

## Curriculum Grade 2

**Reasonable** ability to carry out routine procedures or set tasks.

## Curriculum Grade 3 & 4

**Good ability** to carry out routine procedures or set tasks  
**requiring multi-step solutions.**

Use and apply  
standard  
techniques

# Understanding grade descriptors and assessing progress - **Mathematics**

Reason, interpret and communicate mathematically

Basic ability to present mathematical arguments.

**Basic** ability to assess the validity of an argument.

Reasonable ability to present

**mathematical arguments.**

**Reasonable** ability to assess the validity of an argument and **evaluate a given way of**

Good ability to present

**mathematical arguments and proofs.**

**Good** ability to assess the validity of an argument and evaluate a given way of



# Understanding grade descriptors and assessing progress - RE

## GRADE 1

Use key religious, moral or philosophical vocabulary to **describe a relevant** aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

## GRADE 2

Use key religious, moral and philosophical vocabulary to describe and **begin to explain a relevant aspect of religion and/or key** religious or non-religious beliefs in relation to a specific question.

**Identify a religious, philosophical or moral** teaching or reference to scripture which relates appropriately to the relevant question.

## GRADE 3

### AO1

Use key religious, moral and philosophical vocabulary to **explain a relevant aspect of** religion and/or key religious or non-religious beliefs in relation to a specific question.

**Identify and explain a religious,** philosophical or moral teaching which relates appropriately to the relevant question.

**Identify and explain a relevant reference to** religious scripture, or sacred/ philosophical writing which relates appropriately to the relevant question.

## GRADE 4

Use key religious, moral and philosophical vocabulary to explain a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

**Identify and explain more than one religious,** philosophical or moral teaching which relates appropriately to a relevant question

Use at least one relevant reference to religious scripture, or sacred/ philosophical writing **to support your explanation.**

**Use further evidence or example to add depth and detail to your**

Use key religious, moral or philosophical vocabulary to describe a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

Use key religious, moral and philosophical vocabulary to describe and begin to explain a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

Use key religious, moral and philosophical vocabulary to explain a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

Identify and explain a religious, philosophical or moral teaching which relates

Use key religious, moral and philosophical vocabulary to explain a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.

Identify and explain more than one religious, philosophical or moral teaching which relates appropriately

# Understanding grade descriptors and assessing progress - German

Grade	1	2	3	4
<b>SPEAKING</b>	I can make short, simple statements and can <b>understand &amp; answers simple questions</b> with good pronunciation	I can give <b>longer answers</b> to simple questions with <b>correct pronunciation</b> . I can also <b>ask questions and give answers</b> to questions people ask me. I can <b>pronounce familiar words correctly</b>	I can give answers to more <b>difficult and longer questions</b> with correct pronunciation using familiar words. I can also ask longer questions and <b>give more developed answers</b> to questions people ask me	I can <b>take part in a longer conversation or presentation</b> without (many) notes. I can use the grammar & vocabulary I have learned to <b>create my own sentences</b> with <b>good pronunciation</b>
<b>LISTENING</b>	I can <b>understand simple spoken statements &amp; words</b>	I can <b>understand longer statements &amp; more complicated words</b>	I <b>understand short passages and dialogues</b> (conversations) spoken at normal speed. I <b>can follow instructions</b> . I can write down the main points I hear	I can <b>understand spoken language and dialogues</b> with different sentence patterns and structures at <b>normal speed</b>
<b>READING</b>	I can <b>understand single or small groups of words</b>	I can <b>understand familiar phrases and words</b> and use my book (or computer) to find out new meanings	I can <b>understand simple texts</b> and I <b>can use a dictionary</b> (or index in a textbook) to look up new words & meanings. I can <b>write down the main points</b> I read	I can <b>understand longer texts</b> and use context to <b>work out unfamiliar words</b> .

# Understanding grade descriptors and assessing progress - German

Grade	1	2	3	4
<b>SPEAKING</b>	I can make short, simple statements and can <b>understand &amp; answers simple questions</b> with good pronunciation	I can give <b>longer answers</b> to simple questions with <b>correct pronunciation</b> . I can also <b>ask questions and give answers</b> to questions people ask me. I can <b>pronounce familiar words correctly</b>	I can give answers to more <b>difficult and longer questions</b> with correct pronunciation using familiar words. I can also ask longer questions and <b>give more developed answers</b> to questions people ask me	I can <b>take part in a longer conversation or presentation</b> without (many) notes. I can use the grammar & vocabulary I have learned to <b>create my own sentences</b> with <b>good pronunciation</b>



# How can you measure your progress?

	Good	Excellent	Exceptional
Year 7	2-3	4	EP
Year 8	4-5	6	EP
Year 9	5-6	7	EP



Students aiming for a curriculum grade 5+ at the end of year 9 are on course to achieve a GCSE grade 7+ at the end of year 11



# Further questions

Please email Mrs K Lally @  
[k.lally@keaston.bham.sch.uk](mailto:k.lally@keaston.bham.sch.uk) if you  
have any further questions

