

KS3 Assessment

In pursuit of educational excellence for all



**KING EDWARD VI
ASTON SCHOOL**



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
Use and apply standard techniques	<p>Basic recall of facts, terminology and definitions.</p> <p>Basic use and interpretation of notation.</p> <p>Basic 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>Reasonable 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>Good ability to carry out routine procedures or set tasks requiring multi-step solutions.</p>	<p>Accurate recall of facts, terminology and definitions.</p> <p>Accurate use and interpretation of notation.</p> <p>Accurate ability to carry out routine procedures or set tasks requiring multi-step solutions</p>	<p>Proficient recall of facts, terminology and definitions.</p> <p>Proficient use and interpretation of notation.</p> <p>Proficient ability to carry out routine procedures or set tasks requiring multi-step solutions.</p>
Reason, interpret and communicate mathematically	<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>Basic 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>Reasonable ability to assess the validity of an argument and evaluate a given way of presenting information.</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>Good ability to assess the validity of an argument and evaluate a given way of presenting information.</p>	<p>Can make accurate deductions, inferences and draw conclusions from mathematical information.</p> <p>Can accurately construct chains of reasoning to achieve a given result.</p> <p>Accurate ability to interpret and communicate mathematical information.</p> <p>Accurate ability to present mathematical arguments and proofs.</p> <p>Accurate ability to assess the validity of an argument and critically evaluate a given way of presenting information.</p>	<p>Can proficiently make deductions, inferences and draw conclusions from mathematical information.</p> <p>Can proficiently construct chains of reasoning to achieve a given result.</p> <p>Proficient ability to interpret and communicate mathematical information.</p> <p>Proficient ability to present mathematical arguments and proofs.</p> <p>Proficient ability to assess the validity of an argument and critically evaluate a given way of presenting information.</p>
Solve problems within mathematics and other contexts	<p>Basic ability to translate problems in mathematical or non-mathematical contexts into a mathematical process.</p> <p>Basic ability to make connections between different parts of mathematics.</p> <p>Basic ability to interpret results in the context of the given problem.</p> <p>Basic ability to evaluate methods used and results obtained.</p> <p>Basic ability to evaluate solutions.</p>	<p>Reasonable ability to translate problems in mathematical or non-mathematical contexts into a mathematical process.</p> <p>Reasonable ability to make connections between different parts of mathematics.</p> <p>Reasonable ability to interpret results in the context of the given problem.</p> <p>Reasonable ability to evaluate methods used and results obtained.</p> <p>Reasonable ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p>Good ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p>Good ability to make and use connections between different parts of mathematics.</p> <p>Good ability to interpret results in the context of the given problem.</p> <p>Good ability to evaluate methods used and results obtained.</p> <p>Good ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p>Accurate ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p>Accurate ability to make and use connections between different parts of mathematics.</p> <p>Accurate ability to interpret results in the context of the given problem.</p> <p>Accurate ability to evaluate methods used and results obtained.</p> <p>Accurate ability to evaluate solutions to identify how they may have been affected by assumptions made.</p>	<p>Proficient ability to translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.</p> <p>Proficient ability to make and use connections between different parts of mathematics.</p> <p>Proficient ability to interpret results in the context of the given problem.</p> <p>Proficient ability to evaluate methods used and results obtained.</p> <p>Proficient 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
AO1						
<p>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.</p> <p>Identify a religious, philosophical or moral teaching or reference to scripture which relates appropriately to the relevant question.</p>	<p>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.</p> <p>Identify a religious, philosophical or moral teaching or reference to scripture 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 a religious, philosophical or moral teaching which relates appropriately to the relevant question.</p> <p>Identify and explain a relevant reference to religious scripture, or sacred/ philosophical writing 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 more than one religious, philosophical or moral teaching which relates appropriately to a relevant question</p> <p>Use at least one relevant reference to religious scripture, or sacred/ philosophical writing to support your explanation.</p> <p>Use further evidence or example to add depth and detail to your explanation.</p>	<p>Use key religious, moral and philosophical vocabulary to fully 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 more than one religious, philosophical or moral teaching which relates appropriately to a relevant question.</p> <p>Use more than one 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 and begin to analyse/interpret a relevant aspect of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p>Identify, explain and begin to analyse/interpret 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 more than one relevant references to religious scripture, or sacred/ philosophical writing to support your explanation/ analysis/ interpretation.</p>	<p>Use complex religious, moral and philosophical vocabulary to provide a consistent and detailed explanation/analysis/interpretation of relevant aspects of religion and/or key religious or non-religious beliefs in relation to a specific question.</p> <p>Analyse and interpret 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 wide range of different 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
Use and apply standard techniques	<p>Basic recall of facts, terminology and definitions.</p> <p>Basic use and interpretation of notation.</p> <p>Basic 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>Reasonable 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>Good ability to carry out routine procedures or set tasks requiring multi-step solutions.</p>
Reason, interpret and communicate mathematically	<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>Basic 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>Reasonable ability to assess the validity of an argument and evaluate a given way of presenting information.</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>Good 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
SPEAKING	I can make short, simple statements and can understand & answers simple questions with good pronunciation	I can give longer answers to simple questions with correct pronunciation . I can also ask questions and give answers to questions people ask me. I can pronounce familiar words correctly	I can give answers to more difficult and longer questions with correct pronunciation using familiar words. I can also ask longer questions and give more developed answers to questions people ask me	I can take part in a longer conversation or presentation without (many) notes. I can use the grammar & vocabulary I have learned to create my own sentences with good pronunciation
LISTENING	I can understand simple spoken statements & words	I can understand longer statements & more complicated words	I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions . I can write down the main points I hear	I can understand spoken language and dialogues with different sentence patterns and structures at normal speed
READING	I can understand single or small groups of words	I can understand familiar phrases and words and use my book (or computer) to find out new meanings	I can understand simple texts and I can use a dictionary (or index in a textbook) to look up new words & meanings. I can write down the main points I read	I can understand longer texts and use context to work out unfamiliar words .

Understanding grade descriptors and assessing progress - German

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



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 if you
have any further questions

