

Assessment grid			
Subject: Spanish		Year: 7	Topic/module/theme: GCSE Theme: Local Area and Global dimension CITY/LOCAL AREA/ENVIRONMENT)
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → can decode verb endings for several subjects (mainly regular) and recognise/produce language in the present.	Enrichment/extension– reaching, or part of, next pathway → Able to articulate or understand advanced vocabulary and grammar by decoding key elements (verbs endings)	Enrichment/extension: can have spontaneous conversation with language assistant/native speaker. Errors do not hinder communication/meaning.
Secure <i>Students must achieve competence in all statements before being judged ‘Secure’</i>	Secure Competency statements: <ul style="list-style-type: none"> • Know basic vocabulary and grammar related to CITY/LOCAL AREA/ENVIRONMENT topic. • Can understand/structure simple language about CITY/LOCAL AREA/ENVIRONMENT • Can offer/understand short but relevant answers to questions about CITY/LOCAL AREA/ENVIRONMENT 	Secure Competency statements: <ul style="list-style-type: none"> • Can offer/understand semi extended relevant answers to questions about CITY/LOCAL AREA/ENVIRONMENT • The ability to use “because”. • Can use manipulate verbs about CITY/LOCAL AREA/ENVIRONMENT in at least 2 tenses (including the present) 	Secure Competency statements: <ul style="list-style-type: none"> • Can offer/understand extended relevant answers to questions about “CITY/LOCAL AREA/ENVIRONMENT”. • Answers are mainly spontaneous/natural with mistakes that do not impede communication. • Can use/understand manipulate verbs about CITY/LOCAL AREA/ENVIRONMENT in at least 3 tenses (including the present). May use the subjunctive mood and perfect tense.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps



Beginning	Significant gaps: language production is pedestrian; language recognition is mainly in the present tense	Significant gaps: can recognise/produce past or future tense but mostly regular forms	Significant gaps: can recognise/produce past or future tense with some irregular forms including "to be"
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