

Assessment grid			
Subject: <b>Spanish</b>		Year: <b>8</b>	Topic/module/theme: <b>GCSE Theme: GLOBAL DIMENSION CLOTHES/FASHION/FAIR TRADE PART 2</b>
<b>KS4 target direction</b>	<b>4</b> Enrichment/extension – reaching, or part of, next pathway → Features of work may include: Can	<b>6</b> Enrichment/extension – reaching, or part of, next pathway → Features of work may include: Can	<b>8(9)</b> Enrichment/extension Features of work may include: Can summarise, report and give
<b>Advanced</b>	produce simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because” or “then”.	give or seek personal views and opinions in discussing topics of interest.	their opinion about accumulated factual information
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged ‘Secure’</i>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Know basic vocabulary and grammar related to <b>CLOTHES/FASHION/FAIR TRADE PART 2</b> topic.</li> <li>Can understand/structure simple language about <b>CLOTHES/FASHION/FAIR TRADE PART 2</b> “Can offer/understand short but relevant answers to questions about <b>CLOTHES/FASHION/FAIR TRADE PART 2</b></li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Can offer/understand semi extended relevant answers to questions about <b>CLOTHES/FASHION/FAIR TRADE PART 2</b> The ability to use “because”.</li> <li>Can use manipulate verbs about <b>CLOTHES/FASHION/FAIR TRADE PART 2</b> in at least 2 tenses (including the present)</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Can offer/understand extended relevant answers to questions about “<b>CLOTHES/FASHION/FAIR TRADE PART 2</b>”</li> <li>Answers are mainly spontaneous/natural with mistakes that do not impede communication.</li> <li>Can use/understand manipulate verbs about <b>CLOTHES/FASHION/FAIR TRADE PART 2</b> in at least 3 tenses (including the present). May use the subjunctive mood and perfect tense.</li> </ul>
<b>Developing</b>	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps



<b>Beginning</b>	Significant gaps : can articulate pre learned language. No significant decoding expertise	Significant gaps: Can ask about things and make simple transactions in shops. Decoding expertise is developing at verb level but needs to work on gender agreement	Significant gaps: Can handle numbers, quantities, cost and time. Decoding proficiency starting to emerge.
------------------	---	--	---