KS3 Assessment Subject Information

Department/Subject:	English

1. Introduction: How are students assessed?

KS3 students are assessed twice per half-term. The assessments are marked using mark schemes that derives from those used at GCSE to assess students at KS4, but which have been adapted to suit the lower Key Stage. The units of work and the focus for assessments are designed to move the students on and up from the KS2 SATs in order to prepare them for the skills and format of GCSE English Language and Literature.

2. What areas are students assessed in?

The students are assessed in reading, writing and speaking and listening.

Reading assessments are modelled after the GCSE English Literature exams and are designed to build upon the comprehension and literary analysis skills that students will have developed at primary school. The reading assessments culminate in students writing a full literary essay by the end of year 9.

Writing assessments are modelled after the GCSE English Language exams and are designed to build upon the narrative, descriptive and persuasive writing skills that students will have developed at primary school. The writing assessments culminate in students writing an extended piece of narrative fiction as well as an extended piece of persuasive non-fiction by the end of year 9.

Speaking and listening assessments are designed to develop students' public speaking and presentation skills, as well as their ability to contribute to a group discussion on a given topic and respond thoughtfully to questions. These assessments take a variety of forms over the three years of KS3, including role-play, individual presentations and speeches, and character 'hot seat' activities.

3. How will students track their progress?

Students are able to track their progress through their assessment booklets, which contain their assessed work, the mark sheets for their work, and the students' responses to their teacher's marking. There are mark sheets for each assessment where teachers will highlight to each student the level they are working at against various criteria, as well as a clear next step that they need to focus on in order to improve their work.

Across the Key Stage, students' reading assessments are marked out of 25, writing assessments out of 35, and speaking and listening assessments out of 16. These marks are then converted into a percentage out of 100. A student who achieves 20/25 in a reading assessment, therefore, will be awarded 80% for that particular assessment. An example writing mark sheet is provided below:

believe • inspire • succeed

Year 8 - Assessment 1

Advice Article

Name:

Mark:

What went well?

What do I need to focus on?

A) Writing in the correct form and for the correct purpose

B) Using more interesting words for effect

C) Using language techniques, like similes and metaphors

D) Ensuring my writing has a clear beginning, middle and end, and that I use paragraphs properly

E) Using a range of punctuation correctly

F) Checking that my sentences make sense

G) Sounding words out as I write them to help with spelling

H)

	Writing (/35)
29-35	**"I am progressing further to..."** ☐ Produce writing that is convincing and reads exactly like the type of writing I am aiming to produce (5) ☐ Use a range of more sophisticated words for effect throughout my writing (5) ☐ Use a wide range of language techniques for effect (5) ☐ Use structural features effectively, linking my paragraphs seamlessly (5) ☐ Show proficiency over a range of punctuation (5) ☐ Show proficiency over a range of different sentence structures (5) ☐ Show proficiency over spelling (5)
22-28	**"Consistently..."** ☐ I write in the correct form and for the correct purpose (4) ☐ I use a range of more sophisticated words (4) ☐ I use a variety of language techniques for effect (4) ☐ I structure my writing purposefully, using paragraphs that link my ideas (4) ☐ I use a range of punctuation correctly, and I use more sophisticated punctuation, such as semi-colons, colons and parenthesis, with some success (4) ☐ I write in sentences that make sense and I use more sophisticated sentence structures with some success (4) ☐ I spell complex words, and some ambitious words, accurately (4)
9-21	**"Frequently..."** ☐ I write in the correct form and for the correct purpose (3) ☐ I use well-chosen words for effect (3) ☐ I use language techniques for effect (3) ☐ I structure my writing so that it has a beginning, middle and end, using paragraphs that have clear topic sentences (3) ☐ I use a range of punctuation correctly, such as brackets, speech marks and colons before lists or quotations (3) ☐ I write in sentences that make sense and I can use simple, compound and complex sentences for effect (3) ☐ I spell more complex words accurately (3)
8-14	**"Generally..."** ☐ I write in the correct form and for the correct purpose (2) ☐ I use well-chosen words in my writing (2) ☐ I use language techniques, such as similes and personification (2) ☐ I structure my writing so that it has a beginning, middle and end, using paragraphs with clear topic sentences (2) ☐ I use punctuation correctly (2) ☐ I write in sentences that make sense (2) ☐ I spell more complex words accurately (2)
1-7	**"Occasionally..."** ☐ I write in the correct form and for the correct purpose (1) ☐ I use well-chosen words in my writing (1) ☐ I use language techniques, such as similes and personification (1) ☐ I structure my writing so that it has a beginning, middle and end, using paragraphs (1) ☐ I use punctuation correctly (1) ☐ I write in sentences that make sense (1) ☐ I spell more complex words accurately (1)

Students are encouraged to take ownership of their next step focuses and time is built into the units of work for students to reflect upon and improve their assessed work in light of the feedback they have received.

As the students are marked against the same criteria across all three years of the Key Stage, it is anticipated that the majority of students will achieve higher marks later in the Key Stage than they do when they first join the college in year 7.