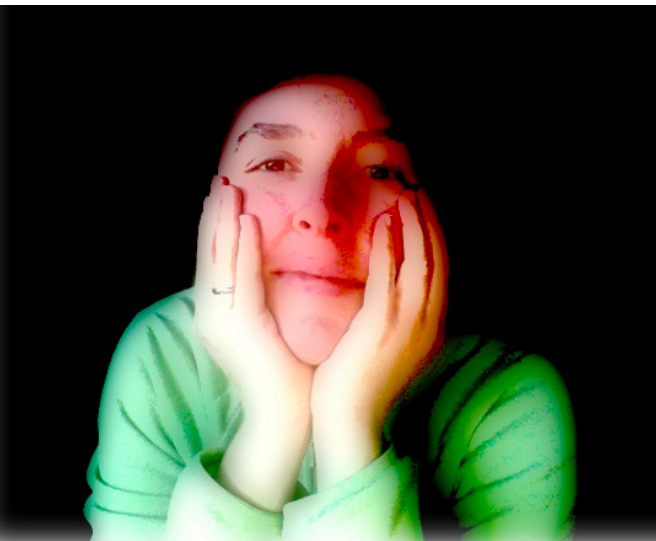


Assessing French at KS3 without levels

*results from my MA in Education research
and some trials in school*



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Rationale for the dissertation

- **National Curriculum Levels are out**
- **We still need assessments**
- **The results of these assessments must be meaningful**

Rationale for today

- National Curriculum Levels are out
- We still need assessments
- The results of these assessments must be meaningful
- I spent many hours looking at academic research before creating a new system – it seems a shame that others “waste” as much time!

Several frameworks exist, none of which seem to have gained a lot of momentum and there seems to be little point choosing a new system before knowing whether it will allow a good preparation for GCSE examinations. What is certain is that the way in which GCSE examinations are marked will change for Languages, as for other subjects, for examinations taken from 2018 onwards. This means that not only do we have to devise a new reference frame at KS3, but also that this will feed into a new reference frame at GCSE level.

At KS3, the system suggested by the only research report published by the Department for Education (September 2014) offers no practical link for individual departments, let alone Languages. With a system of bands within each year group



it is down to individual departments to decide what should be achieved in each year, and what should be a priority. I am very concerned that different schools will put different emphases on what is learnt first, thus creating a problem when comparing data or when pupils change schools.

Year 9 pupil voice – 9Y (28 pupils) majority combined majority

	<u>Absolutely</u>	<u>Yes</u>	<u>Not really</u>	<u>Not at all</u>
<u>I understand levels in French / German.</u>	15	12	1	
<u>I know what level I am working at.</u>	12	14	1	1
<u>I know how to progress to the next level.</u>	9	15	4	
<u>I think the assessments are fair.</u>	9	18	1	
<u>I can assess my work.</u>	9	16	3	
<u>Formal assessments are a good preparation for future exams</u>	17	8	2	
<u>I think 2 skills assessed every half-term is good.</u>	12	13	3	
<u>I would like all skills assessed every half-term.</u>	2	5	11	10
<u>I think tests are not useful: classroom assessment by the teacher and peers is enough.</u>	2	4	13	9

Comments on the back of questionnaires:

"we could also have more practice tests to make us more prepared for the real tests"

"I think everyone's speaking should be marked by the teacher as it is fair and everyone can comment fairly on it" (absolutely for 1st 8 questions).

**Then asked: What do we need to assess in French?
or what are the things we look for when we assess
French? Think of skills as well as grammar/vocab**

2/ Joining the “life beyond levels” working group at school

French Grade Set		Oct yr7	Year 7	Year 8	Year 9	YEAR 10/11	OLD GRADES	NEW GRAD
	1b	0			Pinches of salt are here too!			
	1a	10	0					
	2c		10					
	2b	50						
	2a		30	0				
	3c	70						
	3b		50	10	0			
	3a	90						
	4c		60	30				
	4b		70		10			
	4a			50				
	5c		90		30			
	5b			60				
	5a				50	10		1
	6c			70		20	G/F	2
	6b				60			2/3
	6a			90		30	E	3
	7c				70			3/4
	7b					40	D/C	4
	7a				90			4/5
	8c					50	C	5
	8b							6
	8a					60	B	6/7
	9c							6
	9b					70	A	7/8
	9a							8
	10c					90	A**	9

Modern Foreign Languages

MY COMMENTS IN PINK - overall, interesting that opinions are not part of normal language; justify opinions same, not linked to complex sentences. I struggle with pupils being happy to be "moderately competent at something"

MY COMMENTS IN PINK - overall, interesting that opinions are not part of normal language; justify opinions same, not linked to complex sentences. I struggle with pupils being happy to be "moderately" competent at something		Band 1 - U	Band 2 - G	Band 3 - F	Band 4 - E	Band 5 - D	Band 6 - C	Band 7 - B	Band 8 - A	Band 9 - A*
Listening	I can recognise a few cognates									
	I can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures									
	I can understand a range of familiar spoken phrases and respond using words or actions									
	I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated									
	I can understand the main points and some of the detail from longer spoken passages, but some things may need to be repeated									
	I can identify opinions and reasons									
	I can work out the gist of a passage - this is extremely vague									
	I can understand spoken passages referring to past, present and future events on several topics									
	I can note some complex opinions - this is extremely vague									
	I can note most complex opinions									
	I can understand longer passages and recognise different peoples' points of view - how long is long?									
	I can use my knowledge of grammar to understand familiar language in a new context									
	I am starting to be able to work out the meaning of unfamiliar words and inferred information									
	I am starting to identify and understand more difficult structures									
	I can understand a range of different spoken passages - interviews? commentary? song??									
	I am moderately successful at working out the meaning of unfamiliar words and inferred information									
	I am moderately successful at identifying and understanding more difficult structures									
	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions									
	I can transfer new skills and use new phrases in my own speaking and writing									
I can understand long passages with very few repetitions										
I can listen to/watch the radio/TV/films in this language for pleasure - this is extremely vague										

4/ Asking fellow linguists their opinion

Question 6: I am considering adding a "study skills" grid for general skills learners need to master. What 5 skills do you think such a grid should / could have? (I have many ideas but always looking to pick your brains!)

Number 1 - vocabulary learning
- problem solving

Number 2 - writing practice
- note taking

Number 3 - use of dictionary
- using a dictionary

Number 4 - speaking practice for confidence (something to do with becoming more confident in speaking)
- know how to revise effectively

Number 5 - time management
- -

I hope the system I devised will work in my school but also in other settings should teachers choose to use it. I am assuming that the **principles of Assessment for Learning** will continue to be used in most schools, so I can use the newly devised criteria as a benchmark for pupils arriving in my school: **if they are aware of what they know, they should be able to plot their competence on the criteria, thus indicating what their teacher needs to focus on.**

Listening: I can

	Achieved			Time line	Grade equivalent
recognise a few cognates				P1	U
understand a few familiar spoken words and phrases with the help of repetition, mime or pictures				P1	1
identify the main points and simple opinions in a short spoken passage, but some things need to be repeated				P2	2
understand the main points and some of the detail from longer spoken passages				S1	3
identify opinions and reasons				S1	3
get the gist of a short passage (2 or 3 sentences)				S1	4
recognise some complex opinions				S2	4
note down complex opinions				S2	4
understand longer passages (5 or 6 sentences) and recognise different peoples' points of view				S2	5
work out the meaning of isolated unfamiliar words				S3	5
understand spoken passages referring to past, present and future events on several topics				S3	6
use my knowledge of grammar to understand familiar language in a new context				S3	6
identify and understand more difficult structures				S3	6
understand a range of different spoken passages, ie texts for different purposes				E1	6
work out the meaning of unfamiliar words and inferred information				E1	6
identify and understand more difficult structures				E1	7
understand passages including some unfamiliar material from which I can recognise attitudes and emotions				E2	7
transfer skills and recognise vocabulary & structures from other skills				E2	8
understand long passages with very few repetitions				E3	9
listen to the radio/ watch the TV/films in the language, following what is being happening				E4	9












Reading: I can

	Achieved			Time line	Grade equiv
recognise a few cognates				P1	U
recognise a few familiar words and phrases with visual clues				P1	1
understand a range of familiar phrases				P2	2
read aloud familiar words and phrases				S1	3
identify where the information is in a short text				S1	3
identify the main points and simple opinions in a short written text				S1	4
read short articles for pleasure in a foreign language				S2	4
understand simple opinions and reasons				S2	4
work out the gist of written texts				S2	5
understand a range of different written passages, ie texts for different purposes				S3	5
understand the main points and some of the detail from a longer written text				S3	6
identify and understand more difficult structures				S3	6
understand main points in a text referring to present and past or future events on several topics				S3	6
use my knowledge of grammar to understand familiar language in a new context				E1	6
work out the meaning of unfamiliar words and inferred information				E1	6
understand a range of different written material				E1	7
understand passages referring to past, present and future events on several topics				E2	7
start to work out the meaning of unfamiliar words and inferred information				E2	8
understand passages including some unfamiliar material from which I can recognise attitudes and emotions				E3	9
read fiction in a foreign language				E4	9

Speaking: I can

	Achieved			Time line	Grade equiv
say a few words and simple phrases				P1	U
answer simple questions and give basic information				P1	1
apply most regular phonetic rules				P2	2
take part in a short conversation of 2/3 exchanges with prompts, from memory				S1	3
give simple opinions and use simple connectives				S1	3
ask and answer questions in full sentences (3/4 exchanges) with prompts				S1	4
give opinions and justify them				S2	4
systematically apply simple and regular phonetic rules				S2	4
use complex opinions				S2	5
take part in a conversation using 2 tenses				S3	5
pronounce most phonemes confidently				S3	6
give a 45-60 seconds prepared talk				S3	6
use my knowledge of phonemes to help me pronounce new words correctly				S3	6
refer to the past, present and future in a range of topics				E1	6
use a range of complex opinions and connectives				E1	6
use familiar language more spontaneously				E1	7
answer simple unprepared questions in a conversation or following a presentation				E2	7
use more complex structures in my work accurately & confidently				E2	8
speak confidently using a variety of tenses				E3	9
use a variety of complex structures				E4	9
speak confidently on a range of topics				E4	9

Speaking

<u>Task</u>				<u>Assessment</u>		
temps	qui?	quoi?	quand?	vocabulaire	verbe	extra?
présent	<i>myself</i>					
présent			<i><u>never</u></i>			
passé			<i><u>LMMJVSD</u></i>			
passé	<i>myself</i>		<i><u>yesterday</u></i>			
futur			<i><u>next week</u></i>			
futur	<i>my friend</i>		 2016			

Writing: I can

	Achieved			Time line	Grad e equiv
spell simple words correctly from memory				P2	1
write 2/3 short sentences from memory and meaning is clear				P3	2
edit and redraft my work (although a skill this is used only in writing)				S1	3
write simple opinions and use simple connectives				S1	3
write 3/4 sentences on a familiar topic				S1	3
use more complex opinions and justify them				S2	4
apply regular grammar rule regarding agreements of adjectives and verbs - skill but silent letters concern writing only				S2	4
refer to specific time frames				S2	4
use set formats to write both formally and informally				S2	5
use 2 tenses				S2	5
use a range of complex opinions and connectives				S3	5
write a longer text and refer to past/present/future events				S3	5
use more complex structures				E1	6
write with no support				E1	6
express and justify ideas, opinions and points of view				E2	7
grammar which is generally accurate				E3	8
write on my own				E3	8
write under timed conditions				E4	9

General skills - linked to studying in general: I can

	Achieved			Time line
Write neatly				
Use correct English				P
Use the internet to do research				S
Infer meaning from a range of resources				S
Present to a group				S
Use presentation tools to present to a group				S
Take notes				S
Take feedback on board				S
Give feedback to peers				S
Assess own work				S
Learn short sections by heart				S
Work collaboratively in a group				S
Structure my ideas by linking sentences and organising paragraphs				S
Work independently				E
Create revision aids				E
Use reference material to extend my language				E

General skills - linked to studying languages: I can

Use grammar reference (eg verb tables)				S
Change single words in phrases to make new ones				S
Look up nouns in a dictionary				S
Use a dictionary more confidently to look up words and gender/plurals				S/E
Use reference material to extend my language				E
Recycle prior learning by changing or reusing complete clauses				E
Use grammar in new contexts				E

Issues

- How to record pupils' achievement efficiently?
- Excel looks promising but need to think it through as there is an issue of practicality (270 pupils per year group in my school!)
- who keeps a record? pupils? teacher? both? synch?

Benefits

- 1 spreadsheet / grid per pupil for whole KS3 + KS4
- if group has a stage missing, should be easy to spot and thus easy to address
- moderation do-able

where am I at now?

