

# Introduction

**Assessing Primary Languages** supports both specialist and non-specialist teachers of primary languages in interpreting the requirements of the Key Stage 2 (KS2) Programme of Study, and in measuring progression. It includes:

## General Guidance on Implementing Assessment

pages 6–7

Advice on implementing assessment in the languages classroom.

## Primary Languages Assessment Criteria

pages 8–9

The Primary Languages Assessment Criteria provide staged criteria (Stages 1–4) for measuring progression against the individual aspects of the KS2 Programme of Study. They can be used alongside short, medium and long term planning to ensure that progression is built in, and that all relevant aspects are being incorporated. The four Stages do not relate directly to the year groups in Key Stage 2.

## Exemplification Table

pages 10–20

The Exemplification Table suggests activities which can be used to assess individual aspects of the Programme of Study across all four Stages, including:

- \* Generic assessment activities for each aspect of the KS2 Programme of Study. Most of these activities will be well known to primary language teachers. Where further explanation is necessary, this is provided on **pages 21–25**.
- \* Specific examples of assessment tasks demonstrating ways in which individual aspects of the KS2 Programme of Study can be assessed, across all four Stages.

There is a mixture of independent, collaborative and whole class tasks, as well as final outcome (ie end of topic) tasks. When conducting on-going assessment, it is often enough to focus on one aspect of the Programme of Study. However, final outcome tasks provide the opportunity to assess a number of aspects simultaneously.

For further information on using the Exemplification Table, see page 10.

## Ready to Use Materials

pages 26–75

The Ready to Use Materials include comprehensive explanations of what to do and example outcomes, where appropriate, as well as teacher and pupil resources. The resources are provided as PowerPoints on the CD-Rom so that they can be used as they are, or easily adapted to incorporate different language within the same context. They can also be used to assess language from another context or as a model, eg for preparing a similar task in another language.

- \* Although specific examples are given to illustrate the individual aspects of the Programme of Study, in practice a single assessment task could provide the opportunity to meet more than one criterion at a given Stage.

- \* The Ready to Use Materials suggest additional aspects of the Programme of Study which can be assessed with each task.
- \* Some of the Ready to Use Materials provide additional challenge, either giving pupils the opportunity to exceed the requirements of a given Stage, or encouraging the development of a broader language and/or skill base.

NB. All Ready to Use Materials are provided in French.