

Year 8: Assessment statements

Subject: Communications



	Oracy	Written and verbal communication	Research and reading	Self-development
Excellence	<ul style="list-style-type: none"> Deliberately uses voice and body language to present in a confident, engaging manner. Demonstrates thoughtful consideration of the needs of specific audiences. Uses ambitious and advanced vocabulary, language, and rhetorical devices. Controls the content and structure of presentations with some confidence. Clearly explains reasoning; clarifies and summarises information according to audience needs, with occasional prompts. Actively participates in and sometimes leads debates and discussions. 	<ul style="list-style-type: none"> Plans for specific outcomes, attempting to choose the best methods as appropriate Proof-reads and edits work, often independently, consistently achieving an improved standard. Demonstrates thoughtful consideration of the purpose, audience, and format of their work. Uses well-chosen and ambitious vocabulary, phrasing and style choices. Demonstrates a generally confident control of structure at whole text, paragraph, and sentence level. Spelling, punctuation, and grammar is accurate and growing in sophistication. 	<ul style="list-style-type: none"> Creates useful and relevant research questions. Generally, makes effective use of a range information sources appropriate to the task. Demonstrates critical thinking skills when evaluating and filtering information. Usually maintains thorough, orderly, and accessible notes. Usually makes effective use of quotations, paraphrasing and summarising. Demonstrates a detailed understanding of what has been read. Demonstrates a good understanding of ideas, perspectives, and purpose. 	<ul style="list-style-type: none"> Sets goals which are usually ambitious and usually achievable (short-, mid- and long-term) for success and development. Carries out regular reflections on own learning and progress, most of which are effective. Usually acts on the conclusions of reflective practice. Often uses appropriate strategies to manage motivation and resilience. Usually collaborates effectively, communicating information, establishing shared goals, and managing disagreements. Uses appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.
Secure	<ul style="list-style-type: none"> Attempts to use voice and body language to present in an engaging manner. May show some signs of confidence. Demonstrates general consideration of the needs of an audience. Uses appropriate, occasionally ambitious vocabulary, language, and rhetorical devices. Demonstrates basic control of the content and structure of presentations. Can give basic reasoning; clarifies and summarises information according to audience needs, usually when prompted. Usually participates in debates but does not take on leadership roles. 	<ul style="list-style-type: none"> Usually plans for specific outcomes and shows awareness of methods to achieve outcomes. Proof-reads and edits work, although sometimes needs prompting. Usually achieves an improved standard. Demonstrates awareness of the purpose, audience, and format of their work. Uses appropriate, occasionally ambitious vocabulary, phrasing and style choices. Demonstrates a developing control of structure at whole text, paragraph, and sentence level. Spelling, punctuation, and grammar is accurate at the basic level. Some more sophisticated uses are emerging. 	<ul style="list-style-type: none"> Establishes research questions which are generally relevant and usually useful. Makes use of a sometimes limited range of information sources which are generally appropriate to the task. Demonstrates developing critical thinking skills when evaluating and filtering information. Usually maintains accessible notes, but these are not always thorough, or completely orderly. Sometimes makes effective use of quotations, paraphrasing and summarising, but is not consistent. Demonstrates a clear understanding of most of what has been have read. Demonstrates a general understanding of ideas, perspectives, and purpose. 	<ul style="list-style-type: none"> Sets goals which are sometimes ambitious and usually achievable (short-, mid- and long-term) for success and development. Carries out reflections on own learning and progress with prompting. These are not always effective. Sometimes acts on the conclusions of reflective practice but may require prompting. Sometimes uses appropriate strategies to manage motivation and resilience but may require prompting. Is developing skills to collaborate effectively: communicating information, establishing shared goals, and managing disagreements. These are not always successful. Uses generally basic but largely appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.

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<p>Developing</p>	<ul style="list-style-type: none"> Limited use of voice and body language to present in an engaging manner. Attempts to meet the needs of an audience, but inconsistently and not always effectively. Uses basic, generally appropriate vocabulary, language, and a limited number of rhetorical devices. Is aware of the need for control of the content and structure of presentations. Achieves this inconsistently. Can usually give basic reasoning if prompted; can clarify and summarise in a limited way, if prompted. Makes limited participation in debates and may need prompting to engage. 	<ul style="list-style-type: none"> Can make basic plans for general outcomes. Limited Proof-reading and editing of work, usually with prompting. Achieves limited improvement. Limited or vague awareness of the purpose, audience, and format of their work. Uses basic, generally appropriate vocabulary, phrasing and limited style choices Is aware of the need for control of structure at whole text, paragraph, and sentence level. Achieves this inconsistently. Spelling, punctuation, and grammar is usually accurate at the basic level. 	<ul style="list-style-type: none"> Can create basic research questions. Makes use of a limited range of information sources. Demonstrates developing, but limited critical thinking skills when evaluating and filtering information. Notes are not always complete or may be disordered and hard to use. Makes limited use of quotations, paraphrasing and summarising, not always accurately. Demonstrates some useful understanding of what has been read. Able to identify and select some key words. Demonstrates a basic, sometimes limited understanding of ideas, perspectives, and purpose. 	<ul style="list-style-type: none"> Sets goals for success/development which may be general or vague (short-, mid- and long-term). Carries out limited reflections on own learning and progress with prompting. These may be general, vague, or brief. Takes limited action on the conclusions of reflective practice when prompted. Uses a limited range of strategies to manage motivation and resilience; may require prompting. Is beginning to develop skills to collaborate effectively: communicating information, establishing shared goals, and managing disagreements. May sometimes be resistant to engaging and will not always be successful. Uses basic vocabulary, language and phrasing to express their ideas, attitudes, and feelings. May require prompting.
<p>Foundation</p>	<ul style="list-style-type: none"> Very limited use of voice and body language to when presenting. Minimal attempts to meet the needs of an audience. Uses basic vocabulary, language, and a narrow range of rhetorical devices. Minimal or very inconsistent control of the content and structure of presentations. Can sometimes give basic reasoning if prompted; can clarify and summarise in a basic way, if prompted. Makes minimal participation in debates, requiring prompting to engage. 	<ul style="list-style-type: none"> Can make basic and limited plans for general outcomes. Minimal Proof-reading and editing of work, usually with prompting. Achieves very limited, random improvement. Limited and vague awareness of the purpose, audience, and format of their work. Not always demonstrated. Uses basic, vocabulary and phrasing. May make style choices if prompted. Limited and/or random control of structure at whole text, paragraph, and sentence level. Spelling, punctuation, and grammar is sometimes accurate at the basic level. 	<ul style="list-style-type: none"> Creates limited, general research questions. Makes use of a narrow range of information sources. Critical thinking skills are limited and inconsistently used when evaluating and filtering information. Notes are basic, missing information and ineffectively, or possibly randomly organised. May make occasional use of quotations, paraphrasing and summarising. May be vague or inaccurate. Demonstrates a simple understanding of what has been read. Able to identify and select some key words. Demonstrates a limited and/or incomplete understanding of ideas, perspectives, and purpose. 	<ul style="list-style-type: none"> Sets limited, general, and vague goals for success/development (short-, mid- and long-term). Carries out basic and limited reflections on own learning and progress with prompting. These may be general, vague, brief, or incomplete. Takes limited action on the conclusions of reflective practice when prompted. May not complete these actions. Uses a limited range of strategies to manage motivation and resilience when prompted. These are not sustained without prompts. Is aware of the skills needed to collaborate communicating information, establishing shared goals, and managing disagreements. May be beginning to experiment with these but is resistant to engaging. Uses limited vocabulary, language and phrasing to express their ideas, attitudes and feelings when prompted. Answers may be brief or vague.