

# Year 9: Assessment statements

## Subject: Communications



	Oracy	Written and verbal communication	Research and reading	Self-development
Excellence	<ul style="list-style-type: none"> <li>Consistently uses voice and body language to present with confidence and flair.</li> <li>Demonstrates thoughtful and insightful consideration of the needs of specific audiences.</li> <li>Uses imaginative and sophisticated vocabulary, language, and rhetorical devices.</li> <li>Confidently controls the content and structure of presentations</li> <li>Persuasively explains reasoning; clarifies and summarises information according to audience needs.</li> <li>Actively participates in and sometimes leads debates and discussions, making insightful contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately plans for specific outcomes, choosing best methods as appropriate</li> <li>Independently proof-reads and edits work, achieving a consistent high standard.</li> <li>Demonstrates thoughtful and imaginative consideration of the purpose, audience, and format of their work.</li> <li>Uses imaginative and ambitious vocabulary, phrasing and style choices.</li> <li>Demonstrates confident and sophisticated control of structure at whole text, paragraph, and sentence level.</li> <li>Spelling, punctuation, and grammar is accurate and sophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>Creates useful, relevant, perceptive, and targeted research questions.</li> <li>Consistently makes effective use of a wide range of information sources appropriate to the task.</li> <li>Consistently demonstrates strong critical thinking skills when evaluating and filtering information.</li> <li>Consistently maintains thorough, orderly, and accessible notes.</li> <li>Makes effective, judicious use of quotations, paraphrasing and summarising.</li> <li>Demonstrates an accurate and perceptive understanding of what has been read.</li> <li>Demonstrates a comprehensive understanding of ideas, perspectives, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently sets ambitious and achievable goals (short-, mid- and long-term) for success and development.</li> <li>Carries out regular and effective reflections on own learning and progress.</li> <li>Consistently acts on the conclusions of reflective practice.</li> <li>Consistently uses appropriate strategies to manage motivation and resilience.</li> <li>Collaborates effectively, communicating information, establishing shared goals, and managing disagreements.</li> <li>Uses appropriate and insightful vocabulary, language and phrasing to express their ideas, attitudes, and feelings.</li> </ul>
Secure	<ul style="list-style-type: none"> <li>Deliberately uses voice and body language to present in a confident, engaging manner.</li> <li>Demonstrates thoughtful consideration of the needs of specific audiences.</li> <li>Uses ambitious and advanced vocabulary, language, and rhetorical devices.</li> <li>Controls the content and structure of presentations with some confidence.</li> <li>Clearly explains reasoning; clarifies and summarises information according to audience needs, with occasional prompts.</li> <li>Actively participates in and sometimes leads debates and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for specific outcomes, attempting to choose the best methods as appropriate</li> <li>Proof-reads and edits work, often independently, consistently achieving an improved standard.</li> <li>Demonstrates thoughtful consideration of the purpose, audience, and format of their work.</li> <li>Uses well-chosen and ambitious vocabulary, phrasing and style choices.</li> <li>Demonstrates a generally confident control of structure at whole text, paragraph, and sentence level.</li> <li>Spelling, punctuation, and grammar is accurate and growing in sophistication.</li> </ul>	<ul style="list-style-type: none"> <li>Creates useful and relevant research questions.</li> <li>Generally, makes effective use of a range information sources appropriate to the task.</li> <li>Demonstrates critical thinking skills when evaluating and filtering information.</li> <li>Usually maintains thorough, orderly, and accessible notes.</li> <li>Usually makes effective use of quotations, paraphrasing and summarising.</li> <li>Demonstrates a detailed understanding of what has been read.</li> <li>Demonstrates a good understanding of ideas, perspectives, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Sets goals which are usually ambitious and usually achievable (short-, mid- and long-term) for success and development.</li> <li>Carries out regular reflections on own learning and progress, most of which are effective.</li> <li>Usually acts on the conclusions of reflective practice.</li> <li>Often uses appropriate strategies to manage motivation and resilience.</li> <li>Usually collaborates effectively, communicating information, establishing shared goals, and managing disagreements.</li> <li>Uses appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.</li> </ul>

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<p>Developing</p>	<ul style="list-style-type: none"> <li>Attempts to use voice and body language to present in an engaging manner. May show some signs of confidence.</li> <li>Demonstrates general consideration of the needs of an audience.</li> <li>Uses appropriate, occasionally ambitious vocabulary, language, and rhetorical devices.</li> <li>Demonstrates basic control of the content and structure of presentations.</li> <li>Can give basic reasoning; clarifies and summarises information according to audience needs, usually when prompted.</li> <li>Usually participates in debates but does not take on leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>Usually plans for specific outcomes and shows awareness of methods to achieve outcomes.</li> <li>Proof-reads and edits work, although sometimes needs prompting. Usually achieves an improved standard.</li> <li>Demonstrates awareness of the purpose, audience, and format of their work.</li> <li>Uses appropriate, occasionally ambitious vocabulary, phrasing and style choices.</li> <li>Demonstrates a developing control of structure at whole text, paragraph and sentence level.</li> <li>Spelling, punctuation, and grammar is accurate at the basic level. Some more sophisticated uses are emerging.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes research questions which are generally relevant and usually useful.</li> <li>Makes use of a sometimes limited range of information sources which are generally appropriate to the task.</li> <li>Demonstrates developing critical thinking skills when evaluating and filtering information.</li> <li>Usually maintains accessible notes, but these are not always thorough, or completely orderly.</li> <li>Sometimes makes effective use of quotations, paraphrasing and summarising, but is not consistent.</li> <li>Demonstrates a clear understanding of most of what has been have read.</li> <li>Demonstrates a general understanding of ideas, perspectives, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Sets goals which are sometimes ambitious and usually achievable (short-, mid- and long-term) for success and development.</li> <li>Carries out reflections on own learning and progress with prompting. These are not always effective.</li> <li>Sometimes acts on the conclusions of reflective practice but may require prompting.</li> <li>Sometimes uses appropriate strategies to manage motivation and resilience but may require prompting.</li> <li>Is developing skills to collaborate effectively: communicating information, establishing shared goals, and managing disagreements. These are not always successful.</li> <li>Uses generally basic but largely appropriate vocabulary, language and phrasing to express their ideas, attitudes, and feelings.</li> </ul>
<p>Foundation</p>	<ul style="list-style-type: none"> <li>Limited use of voice and body language to present in an engaging manner.</li> <li>Attempts to meet the needs of an audience, but inconsistently and not always effectively.</li> <li>Uses basic, generally appropriate vocabulary, language, and a limited number of rhetorical devices.</li> <li>Is aware of the need for control of the content and structure of presentations. Achieves this inconsistently.</li> <li>Can usually give basic reasoning if prompted; can clarify and summarise in a limited way, if prompted.</li> <li>Makes limited participation in debates and may need prompting to engage.</li> </ul>	<ul style="list-style-type: none"> <li>Can make basic plans for general outcomes.</li> <li>Limited Proof-reading and editing of work, usually with prompting. Achieves limited improvement.</li> <li>Limited or vague awareness of the purpose, audience, and format of their work.</li> <li>Uses basic, generally appropriate vocabulary, phrasing and limited style choices</li> <li>Is aware of the need for control of structure at whole text, paragraph, and sentence level. Achieves this inconsistently.</li> <li>Spelling, punctuation, and grammar is usually accurate at the basic level.</li> </ul>	<ul style="list-style-type: none"> <li>Can create basic research questions.</li> <li>Makes use of a limited range of information sources.</li> <li>Demonstrates developing, but limited critical thinking skills when evaluating and filtering information.</li> <li>Notes are not always complete or may be disordered and hard to use.</li> <li>Makes limited use of quotations, paraphrasing and summarising, not always accurately.</li> <li>Demonstrates some useful understanding of what has been read. Able to identify and select some key words.</li> <li>Demonstrates a basic, sometimes limited understanding of ideas, perspectives, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Sets goals for success/development which may be general or vague (short-, mid- and long-term).</li> <li>Carries out limited reflections on own learning and progress with prompting. These may be general, vague, or brief.</li> <li>Takes limited action on the conclusions of reflective practice when prompted.</li> <li>Uses a limited range of strategies to manage motivation and resilience; may require prompting.</li> <li>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.</li> <li>Uses basic vocabulary, language and phrasing to express their ideas, attitudes, and feelings. May require prompting.</li> </ul>