



MFL Assessment Levels



I can do this	9=	8+	8=	8-	7+	7=	7-	6+	6=	6-	5+	5=	5-	4+	4=	4-	3+	3=	3-	2+	2=	2-	1+	1=	1-	F-	F+	F=
Listening	To understand a wide range of factual and imaginative speech, some of which expresses different points of view, issues and concerns. To summarise in detail, report, and explain extracts, orally and in writing. To develop independent listening by selecting from and responding to recorded sources according to	To understand different types of spoken material from a range of sources (for example, news items, interviews, documentaries, films and plays). When listening to familiar and less familiar material, to draw inferences, recognise attitudes and emotions, and need little repetition.	To understand authentic spoken texts including unknown language. To be confident at working out the meaning of unfamiliar topics and new vocabulary. To understand language spoken at normal speed, including brief news items and non-factual material taken from radio or television, with little repetition. Shows ability to pick out a variety of time frames and grammatical	To understand authentic spoken texts including unknown language. Shows some confidence when working out the meaning of unfamiliar topics and new vocabulary. Is able to identify time frames beyond present, past and future within spoken passages.	To understand authentic spoken texts including unknown language. Starting to become confident at working out the meaning of unfamiliar topics and new vocabulary. Starting to identify time frames beyond present, past and future within spoken passages.	To understand longer spoken texts, write down detailed notes and understand three time frames.	To understand the main points and opinions from a longer spoken passage, which includes reference to present and past or future.	To understand the main points and some detail from a short spoken passage which includes mainly present tense.	To understand the main points from a short spoken passage.	To understand single words and simple phrases (F-). To understand short statements and phrases.																		
Speaking	To discuss a wide range of factual and imaginative topics, giving and seeking personal views and opinions in informal and formal situations. To deal confidently with unpredictable elements in conversations or with people who are unfamiliar. To speak fluently, with consistently accurate pronunciation and varied intonation. To give clear messages and make few errors.	To give and justify opinions and discuss facts, ideas and experiences. To use a range of vocabulary, structures and time references. To adapt language to deal with unprepared situations. To speak confidently with good pronunciation and intonation, and to use language which is largely accurate with few mistakes of any significance.	To handle spontaneous questions with ease, answering using full sentences which include correct time frames. Able to initiate conversation without preparation with good pronunciation, using connectives and a variety of tenses, grammar and vocabulary. Makes very few mistakes and message is clear.	To speak spontaneously and start to initiate conversation without much preparation with generally good pronunciation, using connectives and a variety of tenses, grammar and vocabulary. Mistakes exist but message communicated.	To adapt language to produce extended and detailed responses quite fluently and to use mostly accurate language in three tenses.	To take part in a short dialogue using opinions, connectives and two tenses. To speak with increasingly accurate pronunciation and intonation.	To take part in a simple conversation and express opinions with generally good pronunciation and intonation. Use predominantly present tense but some evidence of another time frame.	To ask and answer simple questions on familiar topics.	To say and repeat words and short simple phrases (F-). To answer simple questions and respond with basic information.																			
Reading	To understand a wide range of factual and imaginative texts, some of which express different points of view, issues and concerns and which include official and formal material. To summarise in detail, report, and explain extracts, orally and in writing. To develop independent reading by choosing stories, articles, books and plays according to interests, and responding to them.	To show understanding of a wide variety of types of written material. When reading for personal interest and for information, able to consult a range of reference sources where appropriate. To cope readily with unfamiliar topics involving more complex language, and recognise attitudes and emotions.	To be able to read out loud confidently. To understand longer texts in unfamiliar topics using a variety of tenses and a wide range of grammar structures. Displays a talent for working out the meaning of new topics and vocabulary and is able to cope well with a range of authentic texts.	To be able to read out loud confidently. Shows some ability to understand longer texts in unfamiliar topics using a variety of tenses beyond past, present and future. To be confident working out meaning of texts of unfamiliar topics and cope with authentic texts from a variety of sources.	To be able to read out loud confidently. Shows some ability to understand longer texts in unfamiliar topics using a variety of tenses beyond past, present and future. To be confident working out meaning of texts of unfamiliar topics and shows some ability to cope with authentic texts from a variety of sources.	To understand the main points and detail in written texts in various contexts, including present, past or future.	To understand longer texts and use context to work out unfamiliar words. Able to recognise present tense structures but starting to recognise other time frames.	To understand the main points from a short written text and use a dictionary with more confidence.	To recognise and read out a few familiar words and phrases (F-). To understand and read out familiar written phrases and use a dictionary to look up new words.																			
Writing	To write coherently and accurately about a wide range of factual and imaginative topics. To choose the appropriate form of writing for a particular task, and use resources to help vary style and scope of writing.	To express and justify ideas, opinions or personal points of view, and seek the views of others. To develop the content of what they have read, seen or heard. Spelling and grammar are generally accurate, and the style is appropriate to the content. To use reference materials to extend range of language and improve accuracy.	To produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register. To link sentences and paragraphs, structure ideas and adapt previously learnt language for personal purposes. To edit and redraft work, using reference sources to improve	To draft longer paragraphs using a variety of tenses beyond past, present and future. To be confident with a variety of higher tier structures and to use extended opinions with a good level of accuracy. Writing should be personal and go beyond pedestrian.	Shows some ability to draft longer paragraphs using a variety of tenses beyond past, present and future. To be confident with a variety of higher tier structures and to use extended opinions with a good level of accuracy. Writing is starting to feel personal and go beyond pedestrian.	To draft longer paragraphs using three tenses, connectives, extended opinions with a good level of accuracy using the dictionary. Starting to develop coherence throughout written pieces.	To structure a short paragraph including: opinions, connectives, reasons and two tenses using different verb forms.	To write several sentences from memory including adjectives, basic opinions, simple reasons and connectives. Shows ability to use mainly present tense but starting to understand how to use other time frames.	To write a few sentences with support using familiar language. To start to express basic opinions with increasing accuracy.	To copy single words correctly (F-). To use a model to write simple phrases.																		