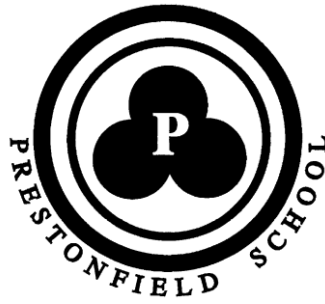




How We Assess and Report Your Child's Progress

Second Level



How we Assess and Report your Child's Progress

Assessment is an important part of learning as it helps us to understand what your child has learned, and plan for what their next steps might be. Your child will be assessed throughout their time at Prestonfield. Most of this will take the form of formative assessment- the professional judgements your child's teachers are constantly making to help your child to learn.

Throughout the year, we also use various summative assessments- pieces of classwork, learning conversations or end of unit tests which give a snapshot of what your child can do at that time. At the start of P1 each child will take part in an individual assessment in literacy and maths, to establish a baseline for their learning. At the end of each year the children take part in standardised assessments in literacy and maths which contribute to their teachers' professional judgement, as well as giving a picture of how we as a school are progressing, compared with schools across Scotland.

We also ask the children to assess themselves and each other, so that they can learn to set themselves targets and take control of their own learning.

Your child's report contains a summary of all of these assessments, along with their teachers' views on their individual strengths and achievements, and their next steps for learning.

Scottish Government Benchmarks

To help us plan and assess your child's learning, the Curriculum for Excellence is divided into Levels. Although each child will learn at a different pace, Early Level work is usually covered in Nursery and P1, First Level work is usually taught in P2-P4 and Second Level work in P5-P7.

Education Scotland has recently published Benchmarks, to help teachers assess if a child has achieved a level. The Literacy and Numeracy Benchmarks are summarised in this booklet. Because children learn in their own way, some children will be working on the skills and knowledge from more than one level. Their reported Level will reflect their teachers' assessment of where most of their learning is at that time. If a child can demonstrate that they have most of the skills and knowledge within a curriculum level, they can be said to have Achieved that Level. Otherwise they are said to be Working Towards that Level.

If you would like to know more about how we assess and report your child's progress, please do not hesitate to ask your child's teacher.

When **Reading**, a child at Second Level will be able to:

- Select texts regularly for a range of purposes including for enjoyment or to find information for a specific purpose.
- Explain preferences for particular texts, authors or sources with supporting detail.
- Read with fluency, understanding and expression using appropriate pace and tone.
- Use knowledge of context clues, word recognition texts, grammar, punctuation and layout to read unfamiliar texts with understanding.
- Apply a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting and/or clarifying.
- Make appropriate predictions about texts with supporting evidence.
- Use strategies and resources to read and understand unfamiliar vocabulary.
- Skim texts to identify purpose and main ideas.
- Scan texts to find key information.
- Find and selects relevant information from a range of sources.
- Make and organise notes using own words.
- Use notes to create new texts that demonstrate understanding of the topic or issue.
- Identify the purpose of a text with appropriate explanation.
- Identify the key ideas of a text with appropriate detail.
- Make relevant comments about features of language, for example, word choice, sentence structure and punctuation.
- Respond to literal, inferential and evaluative questions to demonstrate understanding of texts.
- Create different types of questions to show understanding of texts.
- Distinguish between fact and opinion with appropriate explanation.
- Recognise techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.
- Recognise and can explain which sources are most useful/accurate.
- Make relevant comments about structure, characterisation and/or setting with evidence from the text.
- Relate the writer's theme to own and/or others' experiences.
- Make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre with evidence from the text.

When **Listening & Talking**, a child at Second Level will be able to:

- Give a personal response to spoken texts with appropriate explanation.
- Explain preferences for certain spoken texts or sources.
- Create a range of spoken texts choosing subject, purpose, format and resources.
- Contribute a number of relevant ideas, information and opinions when engaging with others.
- Show respect for the views of others and offers own viewpoint.
- Build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- Apply verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.
- Recognise some techniques used to influence the listener, for example, word choice, emphasis, tone and/or rhetorical questions.
- Identify the purpose of spoken texts with appropriate explanation.
- Identify the key ideas of spoken texts, with supporting detail, and use the information gathered for a specific purpose.
- Make relevant notes using own words/format and use these to create new spoken texts for a range of purposes.
- Ask and respond to literal, inferential and evaluative questions to demonstrate understanding of spoken texts.
- Identify the difference between fact and opinion with appropriate explanation.
- Communicate clearly, audibly and with expression in different contexts.
- Plan and delivers an organised presentation/talk with appropriate content and structure.
- Use appropriate vocabulary for purpose and audience.
- Apply verbal and non-verbal techniques to communicate clearly, for example, eye contact, body language, pace and/or tone.
- Use resources as appropriate to support communication.

When **Writing**, a child at Second Level will be able to:

- Create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style, including:
 - *To convey information, describe events, explain processes or combine ideas in different ways*
 - *To persuade, evaluate, explore issues or express an opinion*
 - *To describe and share experiences*
 - *Imaginative and creative writing.*
- Apply knowledge of spelling patterns, rules and strategies to spell most words correctly.
- Use resources, including dictionaries and digital technology, to support spelling.
- Use a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
- Write most sentences in a grammatically accurate way.
- Use sentences of different lengths and types and varies sentence beginnings.
- Link sentences using a range of conjunctions.
- Use paragraphs to separate thoughts and ideas.
- Write in a fluent and legible way.
- Review and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.
- Make appropriate choices about layout and presentation, including in digital texts, for example, headings, bullet points, fonts, graphics and/or captions.
- Use notes and/or other sources to develop thinking and create new texts.
- Select relevant ideas and information.
- Acknowledge sources appropriately.
- Organise information in an appropriate way.
- Use appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.

When working with **Number, Money & Measure**, a child at Second Level will be able to:

- Round whole numbers and decimal fractions up to and including at least 2 decimal places.
- Apply knowledge of rounding to give an estimate to a calculation appropriate to the context, and use it to check the reasonableness of the solution.
- Share solutions with others.
- Read, write, and sequence numbers forwards and backwards, using the number range 0 to 1 000 000.
- Partition a wide range of whole numbers and decimal fractions with up to at least 3 decimal places, for example, 3.6 is three and six tenths, 3.042 is three and forty-two thousandths.
- Explain the link between a digit, its place and its value for whole numbers up to at least 1 000 000.
- Explain the link between a digit, its place and its value for numbers with at least 3 decimal places.
- Read, write, order and sequence sets of decimal fractions with up to at least 3 decimal places.
- Use knowledge of inverse operations in problem solving.
- Add and subtract 10, 100 and 1000 mentally to and from whole numbers and decimal fractions with at least 3 decimal places.
- Multiply and divide whole numbers and decimal fractions with at least 3 decimal places mentally by 10, 100 and 1000.
- Add and subtract multiples of 10 to and from whole numbers and decimal fractions with at least 3 decimal places.
- Multiply and divide whole numbers and decimal fractions with at least 3 decimal places by multiples of 10.
- Recognise where decimal fractions are used in everyday life and apply this knowledge to record and convert amounts in money and measure accurately, for example, 501p = £5.01, 109cm = 1.09m, 7g = 0.007kg.
- Interpret and solve multi-step problems by selecting and carrying out appropriate mental and written calculations, and sharing chosen approach with others.
- Provide the answer as a decimal fraction when dividing a whole number by a single digit, for example, $43 \div 5 = 8.6$.
- Apply the correct order of operations in number calculations when solving multi-step problems.
- Talk about familiar contexts in which negative numbers are used.
- Locate and order numbers less than zero.
- Identify multiples and factors of whole numbers and apply knowledge and understanding of these when solving relevant problems in number, money and measurement.
- Use knowledge of equivalent forms of fractions, decimal fractions and percentages, for example, $\frac{3}{4} = 0.75 = 75\%$, to solve problems, justifying choice of method used.
- Calculate simple percentages of a quantity, with and without a calculator, and use this knowledge to solve problems in everyday contexts, for example, calculate the sale price of an item with a discount of 15%.
- Calculate simple fractions of a quantity and use this knowledge to solve problems in everyday contexts, for example, find $\frac{3}{5}$ of 60.
- Create equivalent fractions and use this knowledge to put a set of the most commonly used fractions in order.
- Express fractions in their simplest form.
- Carry out money calculations involving the four operations.

- Compare costs and determines affordability within a given budget.
- Demonstrate understanding of the benefits and risks of using bank cards and digital technologies.
- Calculate profit and loss accurately, for example, when working with a budget for an enterprise activity.
- Read and record any time in both 12 hour and 24 hour notation and converts between the two.
- Know the relationships between commonly used units of time and carries out simple conversion calculations, for example, changes $1\frac{3}{4}$ hours into minutes.
- Use and interpret a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems.
- Calculate durations of activities and events, including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation.
- Estimate the duration of a journey based on knowledge of the link between speed, distance and time.
- Choose the most appropriate timing device in practical situations and record using relevant units, including hundredths of a second.
- Select the most appropriate unit of time for a given task and justifies choice.
- Use the comparative size of familiar objects to make reasonable estimations of length, weight, area and capacity.
- Estimate to the nearest appropriate unit, then measures accurately: length, height and perimeter in millimetres (mm), centimetres (cm) and metres (m); distances in kilometres (km); weights in grams (g) and kilograms (kg); capacity in millilitres (ml) and litres (l).
- Calculate the perimeter of simple 2D shapes in millimetres (mm), centimetres (cm) and metres (m) and explain the choice of method used.
- Calculate the area of 2D shapes in square millimetres (mm^2), square centimetres (cm^2) and square metres (m^2) and explain the choice of method used.
- Calculate the volume of simple 3D objects in cubic centimetres (cm^3) and cubic metres (m^3) and explain the choice of method used.
- Convert between common units of measurement using decimal notation, for example, $550\text{cm} = 5.5\text{m}$; $3.009\text{kg} = 3\text{k}, 9\text{g}$ and apply this knowledge when solving problems.
- Choose the most appropriate measuring device for a given task, reading scales accurately, carrying out the required calculation and recording results in the correct unit.
- Draw shapes accurately with a given perimeter or area.
- Demonstrate understanding of the conservation of measurement.
- Show awareness of imperial units used in everyday life, for example, miles or stones.
- Research and present examples of the impact mathematics has in the world of life and work, for example, the use of triangles in construction.
- Contribute to discussions and activities on the role of mathematics in the creation of important inventions, now and in the past.
- Explain and use a rule to extend well known number sequences including square numbers, triangular numbers, Pascal's triangle and Fibonacci sequence.
- Apply knowledge of multiples, factors, square numbers and triangular numbers to generate number patterns for others to continue.
- Solve simple algebraic equations with one variable, for example, $3x + 1 = 10$; $2x - 4 = 14$.

When working with **Shape, Position & Movement**, a child at Second Level will be able to:

- Use mathematical language to describe the properties of a wide range of regular and irregular 2D shapes and 3D objects.
- Describe 2D shapes and 3D objects using specific vocabulary including face, edge, vertex, angle, diagonal, radius, diameter and circumference and apply this knowledge to demonstrate understanding of the relationship between 3D objects and their nets.
- Identify and describe 2D shapes and 3D objects within the environment and explain why their properties match their function, for example, the importance of triangles in a bridge structure.
- Know that the radius is half of the diameter and use this knowledge to draw circles using a pair of compasses.
- Make use of digital technologies and mathematical instruments to draw representations of 3D objects showing understanding that not all parts of the 3D object can be seen.
- Use mathematical language, for example, acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment.
- Measure and draw accurately a range of angles using rulers and protractors and apply knowledge of the relative size of angles to solve problems in a range of contexts.
- Know that complementary angles add up to 90 degrees and supplementary angles add up to 180 degrees and use this knowledge to calculate missing angles.
- Use knowledge of the link between compass points and angles to describe, follow and record directions.
- Interpret maps, models or plans with simple scales, for example, 1cm:1km.
- Describe, plot and record the location of a point on a grid using coordinate notation.
- Identify and illustrate all lines of symmetry on a wide range of 2D shapes and apply this understanding to complete a range of symmetrical patterns, with and without the use of digital technologies.

When working with **Information Handling**, a child at Second Level will be able to:

- Devise ways of collecting data in the most suitable way for the given task.
- Collect, organise and display data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, pie charts and spreadsheets.
- Analyse, interpret and draw conclusions from a variety of data and communicate findings effectively.
- Draw conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used.
- Display data appropriately making effective use of technology and chooses a suitable scale when creating graphs.
- Use the language of probability accurately to describe the likelihood of simple events occurring, for example, equal chance; fifty-fifty; one in two, two in three; percentage chance and 1:6.
- Plan and carry out simple experiments involving chance with repeated trials, for example, what is the probability of throwing a double six if you throw two dice fifty times?
- Use data to predict the outcome of a simple experiment and explain reasons for the prediction.