

## Session 2: A time and a place for everything. How and when to use formative, summative, periodic (and dynamic?) assessment.

### Handout 3 – National Curriculum Levels: Listening

<b>Level</b>	<b>Modified level description (as on QCA website)</b>
<b>1</b>	Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good-quality recording. They may need a lot of help, such as repetition or gesture.
<b>2</b>	Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.
<b>3</b>	Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.
<b>4</b>	Pupils show that they understand the main points and some of the detail from short, spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.
<b>5</b>	Pupils show that they understand the main points and opinions in longer spoken passages made up of familiar material from several contexts, including present and past or future events. They may need some repetition.
<b>6</b>	Pupils show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.
<b>7</b>	Pupils show that they understand longer passages and recognise people's points of view. These passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.
<b>8</b>	Pupils show that they understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material they draw inferences, and need little repetition.
<b>EP</b>	Pupils show that they understand the gist of a range of authentic passages in familiar contexts. These passages cover a range of factual and imaginative speech, some of which expresses different points of view, issues and concerns. They summarise, report, and explain extracts, orally or in writing.

