**Assessment 1 with Year 3**

**If possible, put the children into 3 groups and have one adult overseeing each group. Give each child a name badge so that all adults know their names.**

1. Give out to most children a copy of the red and green phrases,and to the less able acopyof the blue and olive green phrases cut up (sheets attached). Read aloud the following and the pupils have to sort the words and phrases in the correct order. Inform the pupils with the red and green cards that they will not be using all cards for this activity. For person A use the red cards, for person B the green cards.
2. **Conversation**

A ¡Hola!

B Buenos días

A ¿Cómo te llamas?

B Me llamo José ¿y tu?

A Me llamo (Juana or another Spanish name)

B ¿Qué tal?

A Regular, ¿y tu?

B Muy bien

A ¿Cuántos años tienes?

B Tengo ocho años.

A Adiós

B Adiós, hasta luego.

1. The adults check that the pupils have the words in the correct order. In pairs ask the children to read the conversation aloud and make a note of any problems with reading the words correctly.
2. Ask the pupils in pairs to make their own conversation, which may include different items, such as colours, birthdays etc. Each pair performs their conversation to their group whilst you assess. Ask the other pupils in the group to give feedback.
3. We are assessing listening, speaking and reading. Refer to the Programme of Study Objectives and indicate by a dot of red, orange or green colour against each child’s name where you consider each one has achieved the following objectives: 2, 3, 5, 6, 7, 11.
4. Remember that this is only one activity and you need to carry out ongoing formative assessments throughout the year. Collect and store informal observational assessments of e.g. role plays; samples of written work and photos to show evidence of attainment.
5. We require you to carry out a further more formal assessment in June/July which will include listening, speaking, reading and writing. Indicate with a green dot against all the objectives, where possible. You will send us the outcomes for each child, indicating whether they are operating at the expected standard, below or above it.