



EAST-WEST INTERNATIONAL SCHOOL

#131 Streets 143 & 360 Beung Keng Kang 3, Chamkarmon, Phnom Penh, Cambodia

Tel : +855 23 998 244

GUIDE TO MIDDLE SCHOOL (KEY STAGE 3) ASSESSMENT AND REPORTS

From August 2016, EWIS is adopting the British Key Stage 3 curriculum and level descriptors for the design of teaching programmes, assessment and reporting in Grades 6, 7 and 8.

Assessment: The criteria for assessing learners' progress are set out in descriptions of performance at eight levels for each attainment target (levels 1 to 8).

- Level 2 represents expectations for most 7 year-olds
- Level 4 represents expectations for most 11 year-olds
- Levels 5 to 6 represent expectations for most 14 year-olds.
- If a student attains levels 7, 8 or 'exceptional' performance by the end of Grade 8, this means that they are doing extremely well for their age and level of development.

Reporting: All formal school reports will include, for each subject:

- The Level at which the student is performing
- A performance indicator at that level

Performance indicators for Key Stage 3 Levels

4	Student is performing consistently well at this level and is ready to move on to the next level, or is already demonstrating some skills at the next level
3	Student has developed most of the skills and knowledge required at this level. Further development or consolidation at this level is needed.
2	Student is progressing well at this level. Skills and knowledge that need to be developed at this level.
1	Student has started developing skills and knowledge at this level.

LEVEL DESCRIPTIONS FOR SUBJECTS OFFERED AT EWIS

Maths				
Levels	Objective 1: Using and applying Maths	Objective 2: Number/Algebra	Objective 3: Shape and Space	Objective 4: Data handling
4	Develops own strategies for solving problems.	Uses simple formulae expressed in words. Recognises number patterns. Find multiples and factors. Use co-ordinates in the first quadrant.	Uses the properties of 2-D and 3-D shapes. Find the perimeter of shapes. Know faces edges and vertices. Measure lengths and angles.	Collects and records discrete data. Draw line graphs. Read simple pie charts. Find the mode and range.
5	Identifies and obtains information to solve mathematical problems.	Uses simple algebraic formulae. Uses number patterns and inverse operations. Uses negative numbers. Use co-ordinates in 4 quadrants.	Identifies all the symmetries of 2-D shapes. Use formula for area of a rectangle. Convert metric and imperial units.	Creates and interprets line graphs. Find the mean of discrete data. Uses probability scale from 1-0.
6	Carries through substantial tasks by breaking them into smaller, more manageable tasks.	Constructs and solves linear equations. Calculate proportions and ratios. Add and subtract fractions. Find equivalent fractions. Plot the graph of $y=mx+c$.	Uses properties of angles, triangles & polygons. Uses the formulae for a circle. Enlarge shapes with a positive scale factor.	Design a survey to get data from one or more sources. Construct pie charts. Understand correlation. Probability of mutually exclusive events
7	Solves increasingly demanding problems and evaluates solutions.	Round to significant figures. Uses algebraic and graphical methods. Uses proportional change. Solve inequalities. Simplify quadratic expressions	Can apply Pythagoras' theorem. Calculates lengths, areas and volume in prisms. Understand similarity. Draw loci of moving objects.	Identifies possible sources of bias and plans how to minimise it. Understand relative frequency. Estimate mean, mode and median of grouped data.
8	Uses strategies to solve problems of increasing complexity	Manipulates algebraic formulae. Derives and uses more complex formulae. Solves problems involving surds, standard form and proportional change.	Understands congruence. Uses trigonometry relationships. Distinguish between formulae for length, area and volume by considering dimensions.	Can compare two distributions and make inferences, including median and quartiles. Calculate the probability of a compound event.

Geography	
Levels	Description
4	Recognises and describes the physical and human features of places. Recognises and describes simple geographical patterns. Makes choices on geographical decisions and recognises different points of view.
5	Describes and begins to explain geographical patterns. Demonstrates an awareness of the idea of sustainable development and recognises the range of views people hold about environmental interaction and change. Draws on own knowledge and understanding, beginning to suggest relevant geographical questions. Suggests plausible conclusions to own investigations and presents findings both graphically and in writing using appropriate vocabulary.
6	Describes and explains physical and human processes and recognises these processes interact to produce distinctive characteristics of places. Selects a range of skills and sources of evidence and uses them effectively in investigations and decision making. Links physical & human processes to solve geographical conflicts and issues.
7	Makes links in knowledge and understanding of geography. Describes and explains interactions, resolving and questioning geographical issues. Identifies multiplying factors, using these geographical questions in setting up own investigations.
8	Analyses the interactions within and between physical & human processes and shows how these investigations create diversity and interdependence and help change places and environments. Evaluates the complexity of a range of issues or conflicts and justifies the relevant issues nationally. Uses the appropriate geographical skills to investigate own ideas.

History	
Levels	Description
4	Can describe some of the main events and fit them in a chronological framework. Identifies ways of interpreting the past. Can describe characteristic features of past societies. Can identify change & continuity and causes & consequences. Is beginning to produce structured work.
5	Can describe some of the main events and features of past societies and fit them into a developing chronological framework. Begins to suggest reasons for different interpretations of the past. Begins to describe the nature and extent of diversity, change & continuity and causes.
6	Can begin to analyse the nature and extent of diversity, change and continuity across different periods. Begins to explain why different interpretations of the past have arisen. Evaluates sources to select relevant evidence for enquiries. Selects, organises and deploys relevant information to produce structured work.
7	Can analyse historical change & continuity, diversity and causation. Explains how and why different interpretations of the past have arisen. Begins to explain how the significance of events has varied according to different perspectives. Suggests lines of enquiry into historical problems and issues. Considers critical issues surrounding the origin, nature and purpose of sources. Selects, organises and deploys relevant information to produce well-structured work.

8	Can construct substantiated analyses about historical change & continuity, diversity and causation. Analyses and explains a range of historical interpretations and judgements about historical significance. Suggests lines of enquiry into historical problems and issues. Critically evaluates a range of sources and reaches substantiated conclusions. Produces precise and coherent work.
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Art	
Levels	Description
4	Uses a variety of approaches to explore and experiment. Can investigate and develop practical skills, select their materials and match to purpose. Can discuss work by artists and refine own ideas.
5	Takes creative risks, can manipulate materials, consider others' ideas and evaluate, adapt and refine their own work.
6	Accepts creative risks, experiments with ideas independently and uses resources imaginatively. Realises intentions with technical skill, using materials, form and processes effectively. Recognises historical, social and cultural contexts. Makes reasoned evaluations of own and others' work.
7	Takes creative risks to produce original imaginative work. Combines materials, form and processes reflectively and with confidence. Analyses work in various genre and appreciates cultural conventions. Can explain the influence of others on own work.
8	Develops creative work from initial risk through a confident understanding of process to outcome. Exploits materials and processes intuitively and analytically. Engages critically with and makes reasoned and informed judgements on own and others' work.

Music	
Levels	Description
3	Can play or sing rhythmically simple parts using a limited range of notes. Aware of musical elements and their combined effect and makes improvements to their work
4	Can play or sing from simple notation with an awareness of other parts. Aware of musical vocabulary and able to use some of them, as well as suggest improvement to their own and others' works.
5	Can perform notation in time with other ensemble members. Able to use and compare musical features correctly. Can refine and improve their work.
6	Can make use of tempo, dynamics and phrasing in their performances and makes subtle adjustments to their part within group performances. Able to read notation reasonably well and makes improvements to their own playing.
7	Can perform and read notation well and makes significant contribution to ensemble work. Able to play expressively and makes critical judgements above musical characteristics and knows how they are reflected in their own and others' works.

8	Can perform and read notation accurately with a sense of direction and shape in phrase. Plays musically and expressively and justifies their own judgement.
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PE	
Levels	Description
3	Selects & uses skills with co-ordination and control. Starts to respond tactically. Can see differences in the work of individuals and understands how to improve. Knows why warming up prior to exercise is important.
4	Uses skills and techniques appropriately with precision and control. Shows understanding of basic skills and tactics. Can comment on the work of others and use this to benefit their own work. Understands basic safety and principles of health related exercise.
5	Uses skills and techniques appropriately with consistent precision and control in different physical activities. Can draw on knowledge of strategies and tactics to produce effective outcomes. Can analyse and comment on the use of skills, tactics and ideas in themselves and others. Can explain the body's reaction to different types of activity.
6	Uses skills and techniques appropriately in a wider range of contexts. Uses imaginative tactical responses to changing circumstances. Can suggest methods for improvement in their own work and in others'. Understands the different components of fitness and how each contributes to own fitness and health.
7	Uses advanced skills appropriately adapting them to changing demands. Can apply advanced strategies and tactics in their own work and the work of others. Can analyse the work of individuals and teams and can plan for the improvement of performance. Can explain principles of training and practice and apply them effectively in the delivery of their own programmes.
8	Consistently uses advanced skills to a high standard. Can use and devise advanced tactics with originality. Uses critical analysis skills in the evaluation of their work and of others. Can use information to plan and monitor improvement in performance. Uses knowledge to evaluate benefits of exercise programmes and takes on different roles in different contexts.

Science	When thinking scientifically students:	When understanding the applications and implications of science students:	When communicating in science students:	When using investigative approaches students:	When working critically with evidence students:
3	Use simple models to show situations.	Point out areas of our lives that involve science.	Use simple scientific words to explain ideas.	Select the right equipment for a practical.	Suggest ways to improve a practical.
4	Understand how scientists use ideas and evidence to develop or suggest new theories.	Identify uses of different scientific ideas in different jobs.	Use correct scientific language to communicate ideas.	Take measurements or observations during a practical and identify potential risks.	Draw conclusions from data presented in different ways.
5	Explain processes and suggest solutions to problems by using Scientific models.	Indicate how scientific or technological developments may affect groups of people.	Explain why people working together can lead to improved collection of evidence.	Repeat sets of observations or measurements selecting suitable ranges.	Use results to see how good a method was and suggest improvements.
6	Describe how scientists share their ideas about evidence.	Explain how scientific developments have led scientists to ask and answer new questions.	Decide whether it is better to show information in a qualitative or quantitative way.	Plan practicals and identify variables which are dependant and independent.	Suggest scientific reasons for anomalies or why data has certain limitations.
7	Explain how processes are accepted or rejected in science.	Point out economic, ethical and social arguments for and against science.	Explain how information can be altered or presented in a way that makes it biased.	Identify key variables in practicals, saying which ones cannot be controlled and the effect of this.	Identify relationships between variables and can use this to draw conclusions and make predictions.
8	Analyse the development of scientific theories through new accepted ideas and evidence.	Describe ways that the values of society influence the very nature of science.	Evaluate evidence from different sources to create well structured explanations.	Justify choice of strategy to investigate different Scientific questions.	Propose carefully considered Scientific explanations for unexpected observations.

ENGLISH

Learning Objective	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Active Listening/Understanding Skills	<ul style="list-style-type: none"> - I am beginning to listen confidently to a variety of English context and communication of ideas - I show my listening skills through relevant responses with comments and questions 	<ul style="list-style-type: none"> -I do not interrupt speaker -I make eye contact with speaker from time-to-time 	<ul style="list-style-type: none"> -I listen carefully in discussions, sometimes ask questions -I keep eye contact with speaker to demonstrate active listening 	<ul style="list-style-type: none"> -I can identify the key parts of a speech, listen actively (with eye contact) -I show sensitive understanding of others' ideas 	<ul style="list-style-type: none"> -I demonstrates excellent eye contact to speaker -I listen to and am able to evaluate others' ideas with appropriate feedback -I evaluate others' ideas, and vary how and when I participate 	<ul style="list-style-type: none"> -I respond to speakers with thoughtful feedback, and identify implied and explicit meanings -I constantly show careful listening skills and follow how discussions develop
Developing Speaking Skills	<ul style="list-style-type: none"> -I've thought about my ideas before speaking -I can speak about my life and my opinions -I participate a little in class discussions -I start to change my speaking patterns depending on who I am talking to -I begin use appropriate vocabulary and details when necessary 	<ul style="list-style-type: none"> -I can speak in a range of different situations -I carefully develop ideas -I use standard English vocabulary and grammar -I can speak effectively about events in my life and my opinions 	<ul style="list-style-type: none"> -I begin to vary my expression and vocabulary to interest audience -I maintain eye contact with all audience members while speaking 	<ul style="list-style-type: none"> -My vocabulary and expression are lively and varied -I am an active participant in discussions -I speak English fluently 	<ul style="list-style-type: none"> -I am significantly involved in class discussions -I demonstrate the skills and strategies of effective speech -I am confident speaking in all situations, even new ones -My vocabulary is precise and creative to interest listeners -My speech is organized and well-planned out 	<ul style="list-style-type: none"> -My speech is structured carefully, using a wide range of vocabulary, intonation and emphasis -I can plan and give an effective speech in a short amount of time -I am a valuable member who makes important and insightful contributions to class discussions often
Reading Skills and Strategies	<ul style="list-style-type: none"> -I easily identify the most obvious and straightforward information of a text -I can use knowledge of the alphabet to independently decode my words and phrases I don't know -I begin to use context clues for new vocabulary words -I start to understand the author's use of language 	<ul style="list-style-type: none"> -I come to class prepared to discuss reading homework -I can use context clues to identify unknown words -I can find necessary information in a text -I am beginning to use skimming and scanning techniques when searching for information in a text 	<ul style="list-style-type: none"> -I understand a range of texts and can identify main points -I am beginning to infer information from texts -I can make effective guesses on unknown vocabulary based on context -I can retrieve and analyze information from a variety of texts 	<ul style="list-style-type: none"> -I understand, and am eager to discuss, a variety of texts -I can summarize a range of information from different sources -I enjoy reading -I effectively can skim/scan a text to find what I need 	<ul style="list-style-type: none"> -I can personally and critically respond to information in a text -I push myself to read challenging texts, especially classics -I can independently interpret a text and support my point with textual evidence 	<ul style="list-style-type: none"> -I demonstrate appreciation of a variety of texts -I can select and analyze texts and make convincing arguments

Understanding Views and Purposes of Texts	<ul style="list-style-type: none"> -I begin to make inferences about the text based on the most obvious statements -I try to accurately reference the text for quotations or paraphrases -I recognize the differences between a range of texts - I make simple connections with other texts I have read -I recognize some features about background and context 	<ul style="list-style-type: none"> -I can read a range of texts and understand main ideas, themes, events and characters -I have can refer to a text to explain views 	<ul style="list-style-type: none"> -I can select sentences and evidence from texts to support views -I can identify and track themes and symbols in a story -I can write a personal response to a text 	<ul style="list-style-type: none"> -I can find different layers of meaning/significance in a text -I can effectively summarize a text -I personally respond to texts, and justify views with proof from text 	<ul style="list-style-type: none"> -I am aware of thematic and structural features of a text -I have started to use sources outside of the text to support my argument 	<ul style="list-style-type: none"> -I can critically evaluate a text, based on my insights as well as in reference to the text -I understand how writing has changed over time and in different cultures
Writing - Ideas and Planning	<ul style="list-style-type: none"> -Most of my ideas are relevant to my work -I attempt to elaborate on basic information or events -I attempt to follow a consistent viewpoint throughout my writing -I write with a general purpose -I start to plan my writing which is shown through basic organization 	<ul style="list-style-type: none"> -I start to develop interesting, meaningful ideas (some of which are developed in detail) -I begin to plan, and use my plan to make my writing better -My purpose in writing is clear, though not always all the way through -I try to, but don't always, keep the reader in mind 	<ul style="list-style-type: none"> -My ideas begin to effectively address the question of "So What?" -I consider my audience -My ideas start to be more unique and interesting -I understand the importance of planning, and use my plan effectively to develop ideas and add details 	<ul style="list-style-type: none"> -I write with a purpose in mind, effectively answering the "So What?" question -My planning demonstrates time and effort 	<ul style="list-style-type: none"> -I write with my reader in mind, and my purpose affects the reader -I plan effectively, and my plan demonstrates mastery of the writing task assigned 	<ul style="list-style-type: none"> -I am extremely creative in finding ideas to write about. -My writing demonstrates careful consideration of my audience
Writing - Voice and Language	<ul style="list-style-type: none"> -I try to use past, present, and future verbs accurately in my writing -I start to understand the needs of the reader by beginning to use point of view or voice in my writing -I generally understand my purpose, or the 'why' in my writing -I make some attempt to sequence ideas - my sentences are typically basic with the occasional complex sentence 	<ul style="list-style-type: none"> -I can identify if a text is written in 1st, 2nd, or 3rd Person voice -I begin to use complex sentences to extend meaning -I use some types of connecting words -I can mostly use past, present and future verbs for effect and accuracy in my writing. 	<ul style="list-style-type: none"> -My writing is both varied and interesting -My writing clearly suits the audience and purpose -I can write using the correct form and features of specific types of writing and this appropriate style keeps my reader interested. 	<ul style="list-style-type: none"> -My writing is fluent and engages and sustains the reader's attention -I understand how/when to use formal/informal styles 	<ul style="list-style-type: none"> -I'm beginning to write in my own voice/style -My writing suits my purpose and audience -Vocabulary is accurate and used for effect 	<ul style="list-style-type: none"> -I write creatively and with a distinct voice and style -My non-fiction is coherent, reasoned, persuasive and conveys complex perspectives
Writing - Vocabulary and Technique	<ul style="list-style-type: none"> -I use general vocabulary words in my writing -some of my vocabulary words are used 	<ul style="list-style-type: none"> -I try to use new words and vocabulary -I start to use a thesaurus 	<ul style="list-style-type: none"> -I use some imaginative, unique vocabulary, though I don't always find the best word 	<ul style="list-style-type: none"> -I experiment with a range of sentence structures and 	<ul style="list-style-type: none"> -I develop character and setting in narrative work -My non-fiction writing gives clear points of view, 	<ul style="list-style-type: none"> -My narrative writing shows control of characters, events and settings

	<p>appropriately</p> <ul style="list-style-type: none"> -I begin to join ideas between sentences or paragraphs but this is sometimes awkward or abrupt -I start to transition between ideas or topics using basic transition words such as 'also', often these words are overused -my opening and closing paragraphs are usually signaled -I try to order my ideas logically 	<ul style="list-style-type: none"> -My use of paragraphs reflects basic understanding of structure -I organize my writing ideas into related points or by putting them in order of time. -I write with an appropriate opening and closing which are sometimes linked. -My ideas are usually in a logical sequence but they could be organized better so that they have a greater effect on the reader. -I tend to repeat connective words to join my sentences and paragraphs at times in my writing 	<ul style="list-style-type: none"> -My sentences and paragraphs are clear, coherent and logically developed -I am starting to use the five-paragraph structure effectively -I can write a thesis -I understand how to transition between paragraphs -My conclusions and introductions refer to each other -I regularly use connecting words in my work to show the relationship between my ideas -I can add in extra details and change the word order of my sentences for effect. 	<p>vocabulary to create effects</p> <ul style="list-style-type: none"> -My ideas are organized in well-developed, linked paragraphs -I use the five-paragraph exposition structure to clearly express ideas -My theses are strong and convincing, with sufficient evidence 	<p>takes different perspectives</p> <ul style="list-style-type: none"> -My paragraph construction really helps add to my writing's meaning and purpose -I use of a variety of simple and complex sentences -I can thoughtfully create and defend a thesis, while also considering the opposing views 	<ul style="list-style-type: none"> -I can express complex ideas clearly and coherently -I use specific vocabulary and grammar to make my points stronger -I shape and craft individual paragraphs for imaginative or rhetorical effect -My theses demonstrate great understanding of the topic at hand, consider all viewpoints, and are convincingly defended
Writing - Presentation and Editing	<ul style="list-style-type: none"> -My handwriting is legible in most of my work -I use capital letters at the beginning of sentences and lowercase letters consistently and after commas -my work is missing some components of the Final Draft requirements -I begin to understand the purpose of editing and peer editing 	<ul style="list-style-type: none"> -My handwriting is fluent and legible -My work follows rules for Final Draft copy -I begin to help others improve their work -Homework is often completed, but strong effort is not always shown 	<ul style="list-style-type: none"> -My presentation starts to go beyond the basic requirements and begins to add to the meaning -I am helpful editing the work of others -My own work shows care in editing, with few or no simple mistakes -My homework is always complete, with good effort 	<ul style="list-style-type: none"> -My presentation is thoughtful and contributes to the overall project -I show care when reading the work of others and add meaningful comments -I ensure there are no simple mistakes in my own work -My homework is completed fully to my best ability, with time and effort clearly visible 	<ul style="list-style-type: none"> -My paragraphs and style make events and ideas clear and coherent -I add insightful comments to others' work -I can identify most grammar/spelling/punctuation mistakes in a peer's piece of writing -Homework shows care and effort beyond what is necessary 	<ul style="list-style-type: none"> -The structure of my writing is varied depending on the task -I am a highly effective editor of others' work, helping with structure, content and grammar
Writing - Conventions, Grammar, Spelling	<ul style="list-style-type: none"> -In most of my writing I correctly spell simple words, but struggle with more difficult words specifically with irregular endings or spellings - my simple sentences are 	<ul style="list-style-type: none"> -I generally spell simple words accurately -My sentences have punctuation throughout my writing, including question marks. 	<ul style="list-style-type: none"> -I generally am able to spell more complicated words -I use a full range of punctuation correctly - including commas, 	<ul style="list-style-type: none"> -My spelling, even of irregular words, is generally accurate -I use complex punctuation to clarify meaning (such as semi-colons, colons) 	<ul style="list-style-type: none"> -I've checked to make sure all of my spelling is correct -My punctuation is used accurately to further the understanding of the reader 	<ul style="list-style-type: none"> -I clearly know how to use a wide range of punctuation to improve the clarity of writing -I ensure no words are misspelled on any assignment

	<p>accurately punctuated with full stops, capital letters, and question marks</p> <p>-I am beginning to use commas correctly</p>	<p>-I can punctuate speech correctly, most of the time</p> <p>-I can use commas in lists and sometimes to mark clauses, although I don't always get this right.</p> <p>-I need to work on words that sound the same but are spelled differently (see: Commonly Misspelled Words)</p>	<p>apostrophes and quotation marks</p> <p>-I sometimes make mistakes using commas in challenging sentences</p> <p>-I don't misuse any Commonly Misspelled Words</p>	<p>-I use commas correctly in a variety of settings</p>		
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