

Benchmarks

Classical Languages

June 2017

Education Scotland

Guidance on using Benchmarks for Assessment March 2017

Education Scotland's [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"> Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level. 	<ul style="list-style-type: none"> Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none"> Become familiar with other curriculum area Benchmarks over time. 	<ul style="list-style-type: none"> Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none"> Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning. 	<ul style="list-style-type: none"> There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none"> Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none"> Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none"> Do not tick off individual Benchmarks.

Third Level Classical Languages Benchmarks

Curriculum Organiser	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Translating texts	<p>By developing my knowledge of how a classical language works, I can analyse straightforward sentences or short passages and translate them into appropriate English.</p> <p style="text-align: right;">CLAN 3-01a</p>	<ul style="list-style-type: none"> • Uses knowledge of the vocabulary and straightforward grammatical structures of the classical language to work out the meaning of the texts and to communicate this into English, in written or oral form. • Demonstrates understanding of how the language works, through, for example, translating straightforward grammatical structures into English.
Interpretation of texts	<p>Individually and with others, I have used a range of resources and applied analytical skills.</p> <p>I can find specific information in a grammatically-straightforward passage in a classical language.</p> <p style="text-align: right;">CLAN 3-02a</p>	<ul style="list-style-type: none"> • Explores texts of varying length, in order to demonstrate understanding of content, structures and familiar vocabulary in different contexts. • Uses resources such as a grammar reference, dictionary or word-list to check understanding and analysis. • Applies a range of analytical skills and strategies to read unfamiliar texts with increasing understanding.

<p>Using knowledge about language</p>	<p>By applying my awareness of how classical Greek has linguistic links with English or Latin with English and other modern European languages which are based on Latin, I can enhance the range of my vocabulary and increase my confidence in communicating in English.</p> <p style="text-align: right;">CLAN 3-03a</p>	<ul style="list-style-type: none"> • Transfers knowledge of word roots, sentence and text structures gained from learning classical languages to written and spoken English. • Uses knowledge of context, word families and grammatical structures in the classical language to support understanding and use of English.
<p>Culture and heritage</p>	<p>I have investigated the culture and heritage of the Greeks or Romans through language and literature.</p> <p>I can demonstrate my knowledge of their cultures by contributing to an oral or written presentation on their influences on the heritage of modern Scotland and the wider world.</p> <p style="text-align: right;">CLAN 3-04a</p>	<ul style="list-style-type: none"> • Plans and produces a piece of research, either in written or oral form, with simple explanations of how Greek or Roman cultures influence modern day Scotland.

Fourth Level Classical Languages Benchmarks

Curriculum Organiser	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
<p>Translating texts</p>	<p>By applying my understanding of grammatical processes in a classical language, I can analyse more complex sentences and longer passages and translate them into appropriate and accurate English.</p> <p style="text-align: right;">CLAN 4-01a</p>	<ul style="list-style-type: none"> • Analyses sentence structures within texts of varying length and complexity and can render these in coherent written or oral English. • Demonstrates increasing accuracy in interpreting and analysing texts.
<p>Interpretation of texts</p>	<p>I can use a range of resources, and apply analytical skills to find specific information and the main ideas or themes of a passage in a classical language and make evaluative judgements, orally and in writing.</p> <p style="text-align: right;">CLAN 4-02a</p>	<ul style="list-style-type: none"> • Applies a range of analytical skills and strategies to read unfamiliar texts with increasing understanding. • Demonstrates understanding of structures in texts of varying length which contain familiar and unfamiliar vocabulary. • Uses independently resources such as a grammar reference, dictionary or word-list to check understanding, interpretation and analysis of texts. • Makes evaluative judgements about features of language such as word choice, structure, characterisation and/or setting with reference to the text.

<p>Using knowledge about language</p>	<p>Through an awareness of features common to classical Greek and English, or Latin and English and other languages, I have enhanced the range of my vocabulary and increased my confidence in communicating in English.</p> <p>I can discuss how language reflects the thoughts, feelings and needs of different societies in the past and today.</p> <p style="text-align: right;">CLAN 4-03a</p>	<ul style="list-style-type: none"> • Applies knowledge of derivatives and grammatical structures gained from learning classical languages into their written and spoken English. • Demonstrates understanding of a wide range of texts in the classical language, its vocabulary and language structures. • Demonstrates confidence when discussing the content, language and structure of texts, identifying features common to the classical language and English.
<p>Culture and heritage</p>	<p>I have evaluated the culture and heritage of the Greeks or Romans through language and literature.</p> <p>I can demonstrate understanding of how their cultures have impacted in different ways on the culture and life in modern Scotland and the wider world through an oral or written presentation of my research.</p> <p style="text-align: right;">CLAN 4-04a</p>	<ul style="list-style-type: none"> • Uses critical analysis to evaluate the significance of Greek or Roman language. • Plans and produces a piece of research of appropriate length, either in written or oral form, an explanation of how and why Greek or Roman cultures influence and link to vital parts of modern day Scotland.