

Benchmarks

Gaelic (Learners)

March 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.

Benchmarks - Early Level Gaelic (Learners)

Listening and Talking	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Listening for information	<p>Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases in Gaelic.</p> <p>LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a</p>	<ul style="list-style-type: none"> • Participates actively in rhymes, songs, games and storytelling. • Repeats and uses words and simple phrases, for example, <i>tha mi ag iarraidh deoch, seo leabhar.</i> • Responds appropriately to basic classroom instructions, particularly those connected to routines. • Uses and demonstrates understanding of Gaelic in basic daily routines.
	Listening and talking with others	<p>I have explored and experimented with the patterns and sounds of the language and can use what I have learned.</p> <p>LGL 0-02a</p> <p>Through daily experiences and play I can listen or watch for interesting or useful information.</p> <p>LGL 0-04a</p> <p>Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases in Gaelic.</p> <p>LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a</p>	<ul style="list-style-type: none"> • Memorises songs, rhymes, poems and enjoys performing these. Repeats words and phrases from songs, rhymes, poems and the use of everyday Gaelic. • Uses words and phrases learned from everyday use of Gaelic, story books, songs and programmes as set phrases as part of language learning. • Recognises and uses accurately changes made in pronunciations within familiar contexts such as songs, for example, <i>glè mhath</i> and not <i>math</i>. • Responds to simple questions to give personal information about themselves for example, <i>Is mise.... agus tha mi ceithir.</i> • Answers simple questions on self, using familiar vocabulary and phrases. • Follows simple instructions and prompts in a range of contexts related to play and routines. • Repeats vocabulary learned from a range of personal topics.

	Organising and using information	I can listen, watch and use play to explore aspects of Gaelic culture. LGL 0-06a	<ul style="list-style-type: none"> • Responds to and takes part in Gaelic cultural activities such as St Andrews Day celebrations, local and national MOD events, or local and play situations connected to Gaelic culture. • Uses information from a spoken text or play activity to explore aspects of Gaelic culture.
	Using knowledge about language	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and experimented with sound patterns, words and phrases. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	<ul style="list-style-type: none"> • Responds to simple questions and prompts about self while using familiar vocabulary.
Reading	Finding and using information	Through listening to and joining in with story-telling, games, rhymes and songs, I have explored and enjoyed using sound patterns, words and phrases in Gaelic. LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a	<ul style="list-style-type: none"> • Uses some Gaelic words, for example, asking how someone is, greetings, colours and instructions, as part of play and in daily routines. • Demonstrates understanding through using illustrations, mime and explanations.
	Using knowledge about language	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	<ul style="list-style-type: none"> • Recognises and repeats Gaelic sounds in texts. • Identifies simple Gaelic sound patterns in words. • Recognises key words in phrases. • Demonstrates understanding through mime and illustrations, for example.

	Organising and using information	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	<ul style="list-style-type: none"> • Copies, writes and repeats Gaelic sounds and can relate them to words. • Recognises common playroom/classroom labels for example, names in Gaelic, labels on trays.
Writing	Using knowledge about language	I have explored and experimented with Gaelic words and phrases. LGL 0-11a / LGL 0-12a / LGL 0-13a	<ul style="list-style-type: none"> • Selects words from resources such as word banks and word walls to construct simple sentences. • Explores and experiments with letters as part of mark making or play.

Benchmarks - First Level Gaelic (Learners)

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	Listening for information	<p>I can take part in play activities and games linked to simple poems, familiar stories and short role-plays, and pronounce familiar Gaelic words and phrases.</p> <p style="text-align: right;">LGL 1-01a</p>	<ul style="list-style-type: none"> • Participates actively in Gaelic songs, rhymes, storytelling and games. • Uses familiar phrases and words in play and game activities. • Recognises words and phrases in simple poems and short role-plays to demonstrate an understanding of Gaelic Language. • Responds appropriately to classroom instructions given in Gaelic. • Recalls favourite songs, poems and rhymes.
	Listening and talking with others	<p>I can respond verbally and non-verbally to a range of requests from teachers and others.</p> <p style="text-align: right;">LGL 1-02a</p> <p>I can use familiar words and phrases to give simple information.</p> <p style="text-align: right;">LGL 1-03a</p> <p>I can ask for help using simple or familiar learned phrases or words.</p> <p style="text-align: right;">LGL 1-04a</p> <p>When joining in with story-telling, games, rhymes, songs and poems in Gaelic, I can use familiar words and simple phrases.</p> <p style="text-align: right;">LGL 1-05a</p>	<ul style="list-style-type: none"> • Listens and responds appropriately to a range of requests from the teacher and others using simple sentences, words and gestures. • Recognises and uses the present tense. • Responds appropriately to simple questions on familiar topics, such as personal information, using simple sentences, words and gestures, for example, <i>Tha mi ochd. Tha mi a' fuireach ann an Inbhir Nis.</i> • Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes using learned words and simple phrases. • Uses simple or familiar learned phrases and words such as to ask for something or help, for example, <i>Tha mi ag iarraidh uisge.</i> • Uses a few simple adjectives such as those related to size or colour and some simple connectives, for example and. • Recognises and explains the meaning of individual words learned from poems, songs and stories.

Reading			<ul style="list-style-type: none"> • Memorises and uses simple phrases when taking part in conversation. • Uses a few polite social terms to begin and end interactions.
	Organising and using information	<p>I can listen and respond in different ways to the experiences of others when exploring aspects of Gaelic culture.</p> <p style="text-align: right;">LGL 1-06a</p>	<ul style="list-style-type: none"> • Uses learned words and phrases appropriately to demonstrate understanding when exploring aspects of Gaelic culture. • Responds appropriately, to their own and others' cultural experiences, using words and phrases learned, for example, taking part in local and national Mod events, St. Andrews Day celebrations, localised cultural events and in drama and role-play.
	Using knowledge about language	<p>When reading on my own or with others, I can read familiar words and simple phrases and sentences.</p> <p style="text-align: right;">LGL 1-07a</p>	<ul style="list-style-type: none"> • Identifies and reads, familiar words, simple sentences and phrases learned from a variety of topics both independently and with others.
	Finding and using information	<p>I have worked on my own and with others and I can demonstrate my understanding of words and phrases containing familiar language.</p> <p style="text-align: right;">LGL 1-08a</p>	<ul style="list-style-type: none"> • Reads familiar words, simple phrases, sentences and short texts independently or with others. • Responds appropriately to questions asked about simple texts. • Demonstrates understanding of words and phrases through appropriate responses. • Matches images with appropriate text. • Talks about a short text in a familiar context using familiar words and phrases. • Uses illustrated word banks, picture prompts, picture dictionaries and displays to support understanding of simple texts.

Reading	Reading for cultural appreciation	I have worked with others to read and discuss simple Gaelic texts. I can share simple facts about the life of Gaelic communities in Scotland. LGL 1-09a	<ul style="list-style-type: none"> • Collaborates with others to read simple Gaelic texts using features of the text to help with understanding the meaning of words. • Answers questions appropriately on simple texts which demonstrates understanding. • Finds and shares information in Gaelic from a text relating to aspects of Gaelic culture different in communities.
	Reading for interest and enjoyment	I enjoy engaging with simple texts on my own and with others. LGL 1-10a	<ul style="list-style-type: none"> • Chooses a story, book or text to share with others. • Participates in storytelling sessions, using pictures and repetitive parts of the story to anticipate and predict what is going to happen.
	Understanding knowledge about language	I have explored sounds, letters and words, discovering how they work together, and can use what I have learned to help me read. LGL 1-11a	<ul style="list-style-type: none"> • Uses knowledge of sounds, letters, blending and patterns in Gaelic language to read new words. • Recognises some common words and reads aloud simple texts, demonstrating understanding. • Uses a variety of familiar resources to support understanding of simple texts. • Applies reading strategies to work out the meaning of words from contexts or illustrations.
Writing	Organisation and using information	I can write familiar words and simple phrases in Gaelic. LGL 1-12a	<ul style="list-style-type: none"> • Writes familiar words and simple phrases, for example, greetings on a card or invitation, labelling a picture or a diagram. • Writes simple phrases to convey personal information. • Demonstrates awareness of accents and uses them appropriately when writing.

	<p>Using knowledge about language</p>	<p>I can use a variety of sources to help me check the accuracy of my Gaelic spelling and punctuation.</p> <p style="text-align: right;">LGL 1-13a</p>	<ul style="list-style-type: none"> • Uses word banks, digital technology, vocabulary lists, classroom displays and support from others to check spelling and accuracy of unfamiliar vocabulary. • Collaborates with peers or the teacher to proof-read and edit writing according to success criteria and targets for improvement.
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Benchmarks - Second Level Gaelic (Learners)

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and Talking	Listening for information	<p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources.</p> <p style="text-align: right;">LGL 2-01a</p>	<ul style="list-style-type: none"> • Participates in a range of language activities, for example, teacher exposition, language learning games, stories, short role-plays and presentations which extend vocabulary and phrases. • Demonstrates an understanding of language used in language activities such as games, stories and songs through, for example, appropriate responses, repetition and/or retelling. • Demonstrates an understanding of a variety of listening texts in which they identify individual words and gist, and respond appropriately to questions. • Demonstrates understanding of classroom instructions through appropriate responses.
	Listening and talking with others	<p>I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.</p> <p style="text-align: right;">LGL 2-02a</p> <p>I can take part effectively in prepared conversations by sharing information about myself, others or interests of my choice, using familiar vocabulary and basic language structures.</p> <p style="text-align: right;">LGL 2-03a</p>	<ul style="list-style-type: none"> • Listens and responds appropriately to a range of requests from the teacher and others. • Participates in conversations, responding using straightforward language. • Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. • Responds appropriately to questions about themselves using learned phrases, sentences and words. • Shares personal information about themselves on familiar topics, for example, when expressing likes or dislikes with confidence. • Applies and uses grammatical rules for example, lenition of initial consonants, the use of the vocative case.

Listening and Talking		<p>I can ask for help confidently using learned phrases and familiar language. LGL 2-04a</p> <p>I can participate in familiar collaborative activities in Gaelic including games, paired speaking and short role-plays. LGL 2-05b</p>	<ul style="list-style-type: none"> • Uses the present tense with accuracy and some common past tenses for example, <i>Chaidh, Bha, Cha robh, Fhuair, Chunnaic.</i> • Uses the correct forms of pronouns to respond to questions about others for example, <i>Tha bràthair agam. Tha e deich.</i> • Uses familiar learned phrases and words connected to themes of interest for example, pets and foods and in using Gaelic as the target language of the classroom and the school. • Uses vocabulary correctly to give more detail for example, colours - <i>Tha cù dubh agus geal agam.</i> • Uses learned phrases and familiar language to ask for help and to use Gaelic as the language of the classroom, for example the vocative case in taking the register. • Participates and uses learned phrases in a range of activities with others, for example, games, paired speaking and role-play activities. • Listens and responds appropriately to others by answering and asking simple questions, applying previously rehearsed and memorised language. • Uses a variety of polite social terms to begin and end interactions. • Listens, takes turns and contributes at the appropriate time when engaging with others in increasingly sustained conversations and role-plays. • Responds appropriately to the views of others, by asking and answering questions about familiar contexts for example self, family, friends, school, weather.
	Organising and using information	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. LGL 2-06a</p>	<ul style="list-style-type: none"> • Presents to a group or class, a theme which interests them or other familiar topic, using for example, pictures, digital technology, flashcards or cue cards as support. • Sustains a brief presentation to demonstrate accuracy with pronunciation and expression.

Listening and Talking		<p>I have worked with others, using ICT and other media where appropriate, and can contribute successfully to a presentation in English, supported by Gaelic vocabulary, on an aspect of Gaelic culture and tradition.</p> <p>LGL 2-06b</p>	<ul style="list-style-type: none"> • Uses learned words and phrases appropriately to demonstrate understanding when exploring aspects of Gaelic culture. • Works collaboratively, using digital technology and a range of media, to demonstrate understanding of aspects of Gaelic culture through for example, answering questions using Gaelic, contributing to presentations.
	Using knowledge about language	<p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.</p> <p>LGL 2-07a</p>	<ul style="list-style-type: none"> • Uses knowledge of sounds, letters and sound patterns to support pronunciation and understanding of words contained in familiar texts. • Pronounces familiar words clearly to support communication. • Responds to questions and prompts using learned vocabulary and phrases. • Recognises familiar words in different contexts in, for example, short stories, games and rhymes. • Applies pronunciation rules to unfamiliar words. • Uses appropriate intonation.
Reading	Finding and using information	<p>I have worked on my own and with others to understand texts using appropriate resources. I can read and demonstrate my understanding of sentences and simple texts containing familiar language.</p> <p>LGL 2-08a</p>	<ul style="list-style-type: none"> • Reads familiar words, phrases, sentences and short texts about personal and daily situations. • Responds appropriately to questions asked about texts. • Demonstrates understanding of words and phrases through appropriate responses. • Responds to a short text in a familiar context using familiar words and phrases.

Reading	Reading for cultural appreciation	<p>I have worked on my own and with others to read and discuss Gaelic texts. I can share simple facts about the life in some of the countries where Gaelic and related languages are spoken.</p> <p style="text-align: right;">LGL 2-09a</p>	<ul style="list-style-type: none"> • Reads Gaelic texts using features of the text to support the understanding of less familiar words. • Answers questions appropriately on texts which demonstrates understanding. • Finds and shares information from a text relating to aspects of Gaelic culture in countries where Gaelic and related languages are spoken.
	Reading for interest and enjoyment	<p>I have selected and can read, on my own and with others, a variety of straightforward texts of different types, which may have been adapted.</p> <p style="text-align: right;">LGL 2-10a</p>	<ul style="list-style-type: none"> • Selects a range of texts to share with others. • Reads independently and with others a range of texts for different purposes.
	Using knowledge about language	<p>I can understand how a bilingual dictionary works and use it with support.</p> <p style="text-align: right;">LGL 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and Gaelic.</p> <p style="text-align: right;">LGL 2-11b</p> <p>I can recognise and comment on other features of my own language, which help me to make sense of words in Gaelic.</p> <p style="text-align: right;">LGL 2-11c</p>	<ul style="list-style-type: none"> • Knows how to use a bilingual word list, glossary, digital technology or dictionary to look up the meaning of vocabulary. • Recognises common words and words from different topics and reads aloud texts, demonstrating understanding. • Reads and understands texts that incorporate vocabulary and structures learned in both familiar and unfamiliar contexts. • Reads and demonstrates understanding of texts written in the present tense to which expression is added. • Reads and demonstrates understanding of sentences which include basic adjectives, adverbs and use of numerals. • Uses knowledge of sounds, letters and patterns, grammar and structures, in Gaelic, to read and understand words contained in familiar texts. • Applies reading strategies such as skimming to work out the meaning of words from contexts.

Writing	Organising and using information	<p>I can use familiar language to describe my circumstances and exchange straightforward information. I can make reference to aspects of Gaelic culture and tradition.</p> <p style="text-align: right;">LGL 2-12a</p>	<ul style="list-style-type: none"> • Creates short written texts which convey some information, for example, about themselves and others, the promotion of events such as <i>Mòd</i> or <i>Fèis</i>, brief social media message or a fact file. • Writes using connected sentences, using simple conjunctions, for example, <i>agus, o chionn, neo ach</i>, which reads coherently. Writing is mainly in the present tense with simple adjectives and verbs and use of accents. • Writes to express likes and dislikes. • Writes for communication to be clear on first reading with errors not impeding overall understanding.
	Using knowledge about language	<p>I have used my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.</p> <p style="text-align: right;">LGL 2-13a</p>	<ul style="list-style-type: none"> • Demonstrates increasingly accurate use of accents, verbs and adjectives. • Spells most commonly used words correctly, using reference materials for example, word banks, digital technology, vocabulary lists, dictionaries and classroom displays to check the accuracy of spelling and unfamiliar vocabulary of their own and others' written work. • Punctuates most sentences accurately, using punctuation norms. • Works with a peer or the teacher to proof-read and edit writing according to success criteria and targets for improvement.

Benchmarks - Third Level Gaelic (Learners)

Listening and Talking	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Listening for information	<p>I can listen to and show understanding of mainly familiar language and instructions from a variety of sources where the sentences are longer and where there may be more than one speaker.</p> <p style="text-align: right;">LGL 3-01a</p>	<ul style="list-style-type: none"> • Participates in a range of language activities, applying language learned in a range of contexts for example, stories, poems, role-plays, dialogues and presentations. • Demonstrates an understanding of language used in a range of language activities through appropriate responses. • Demonstrates an understanding of a wide variety of listening texts through appropriate responses to questions. • Demonstrates understanding of classroom instructions.
	Listening and talking with others	<p>I can listen and respond to others in mainly predictable, more extended conversations using familiar language and/or non-verbal techniques.</p> <p style="text-align: right;">LGL 3-02a</p> <p>I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions, and can offer straightforward reasons for having these opinions.</p> <p style="text-align: right;">LGL 3-03a</p> <p>I can support a conversation by asking for help, seeking repetition and asking simple questions.</p> <p style="text-align: right;">LGL 3-04a</p>	<ul style="list-style-type: none"> • Listens and responds appropriately to the teacher and others using familiar language. • Participates in more extended conversations, using a range of language structures, for example, past, present and future tenses, irregular verbs, prepositional pronouns, verbal nouns, negative interrogative, <i>nach eil</i>, auxiliary verbs, <i>feumaidh</i>, <i>faodaidh</i>, verbal phrases, <i>is urrainn</i>, <i>is fhèarr</i>, assertive form, <i>is</i>, <i>e</i> and common plurals. • Applies non-verbal techniques when engaging with others. • Identifies the overall purpose and some main points of the conversations. • Responds appropriately to questions to give information about themselves and others which is detailed and complex for example, demonstrating accuracy of grammar for most of the time. • Answers and asks questions.

Listening and Talking		<p>I can participate in a range of collaborative activities in Gaelic including games, paired speaking and structured role-plays in a range of realistic contexts and settings.</p> <p style="text-align: right;">LGL 3-05a</p>	<ul style="list-style-type: none"> • Uses a variety of language structures and vocabulary when sharing information, experiences and opinions and can justify preferences. • Applies and uses more complex words, questions and grammatical rules more spontaneously when taking part in conversations, for example, <i>Chan eil mi gad thuigsinn, Dè tha thu a' ciallachadh? An do chord e riut?</i> • Demonstrates understanding through responding accurately to questions and instructions and is less reliant on notes. • Engages with others clearly, with increasing accuracy, and is readily understood. • Uses a range of techniques along with learned phrases and familiar language to support conversation, for example, asking for help, asking for the question or instruction to be repeated, asking relevant questions. • Participates with greater independence and confidence in a range of collaborative activities in a range of realistic contexts and settings. • Responds to questions and prompts using familiar vocabulary and phrases. • Uses and applies knowledge of Gaelic language in a range of predictable situations where communication fulfils its purpose and criteria. • Uses polite social terms to begin and end interactions naturally.
	Organising and using information	<p>I have contributed successfully to a group to plan and prepare a short talk in Gaelic. Using ICT where appropriate, I can deliver an individual presentation in Gaelic:</p> <ul style="list-style-type: none"> • on an area of personal interest or a topic relating to Gaelic culture or history • using appropriate vocabulary and some variety in sentence structure. 	<ul style="list-style-type: none"> • Works collaboratively, to prepare and plan a short talk in Gaelic using digital technology and a range of media where appropriate. • Individually presents to a group or class, a theme which interests them, using for example, pictures, digital technology or cue cards as support. • Sustains a short presentation to demonstrate accuracy in the use of Gaelic language, while notes or headings may be used, a script is not read. • Uses appropriate vocabulary and some variety

	Using knowledge about language	<p style="text-align: right;">LGL 3-06a</p> <p>I can apply my knowledge about language, intonation and pronunciation to:</p> <ul style="list-style-type: none"> • ensure that others can understand me when I pronounce familiar words or phrases • help me to work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. <p style="text-align: right;">LGL 3-07a</p>	<p>in sentence structure.</p> <ul style="list-style-type: none"> • Uses knowledge of Gaelic language to say and read familiar text with clarity and increasing accuracy. • Pronounces familiar words clearly using intonation appropriately. • Responds to questions and prompts using familiar vocabulary and phrases. • Recognises and says/reads familiar words in a variety of contexts. • Applies pronunciation, knowledge of spelling and grammar rules to decode unfamiliar words. • Applies knowledge of grammar to access the vocabulary in a dictionary, for example, lenition, plurals and tenses.
	Reading	Finding and using information	<p>I have worked on my own and with others to understand texts using appropriate resources. I can read and demonstrate my understanding of more complex texts which contain familiar and unfamiliar language.</p> <p style="text-align: right;">LGL 3-08a</p> <ul style="list-style-type: none"> • Reads and discusses the ideas in a wider range of texts, including digital and multimodal, in less familiar contexts spanning a range of media and can compare and contrast texts giving appropriate justification. • Responds appropriately and with increasing accuracy to questions asked about texts containing familiar and unfamiliar language. Sentences used make sense. • Demonstrates understanding of texts through appropriate responses. • Applies reading and knowledge about language strategies to support understanding of unfamiliar language. • Reads and demonstrates understanding of extended pieces of text which contain both familiar and unfamiliar vocabulary, for example, magazine articles.

<p>Reading for cultural appreciation</p>	<p>I have worked on my own and with others to read and explore Gaelic texts. I can demonstrate my knowledge about life and culture in countries where Gaelic and related languages are spoken.</p> <p>LGL 3-09a</p>	<ul style="list-style-type: none"> • Reads Gaelic texts using features of the text to support the understanding of less familiar words. • Answers questions appropriately on texts which demonstrates understanding. • Finds and shares information from a text relating to aspects of Gaelic culture in countries where Gaelic and related languages are spoken. • Applies information, knowledge and references acquired through reading when delivering brief presentations and engaging in discussions on topics which may be less familiar for example, sport, Gaelic-related career opportunities, Gaelic music and work-based learning.
<p>Reading for interest and enjoyment</p>	<p>I have chosen and can read for enjoyment a range of texts in a variety of styles, which may have had some adaptation.</p> <p>LGL 3-10a</p>	<ul style="list-style-type: none"> • Selects, reads and shares a range of texts with others. • Reads independently and with others a range of texts for different purposes.

Reading	<p>Using knowledge about language</p>	<p>I can use a bilingual dictionary independently to help me understand new language.</p> <p style="text-align: right;">LGL 3-11a</p> <p>I can recognise features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words.</p> <p style="text-align: right;">LGL 3-11b</p>	<ul style="list-style-type: none"> • Uses a bilingual dictionary independently to look up the meaning of vocabulary. • Applies knowledge of grammar to access and use the vocabulary in a dictionary, for example lenition, plurals, tenses. • Recognises common words and words from different contexts and reads aloud texts with increased fluency, demonstrating understanding. • Reads and understands texts that incorporate vocabulary and structures learned in both familiar and unfamiliar contexts. • Reads and demonstrates understanding of texts through answering questions on purpose and by adding expression appropriately. • Reads and demonstrates understanding of texts which contain a range of tenses; adjectives; adverbs; infinitives; use of numbers in context such as money, weight, length; use of rules for common feminine nouns, set phrases in prepositional case. • Applies reading strategies such as skimming, scanning and contextual clues to establish meaning. • Summarises and/or conveys the main points of a text giving items of detail.
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Writing	Organising and using information	<p>I can create, amend and present more extended information for different purposes about myself and others, my experiences or a topic of my choice.</p> <p>I can write some simple facts about life in some of the countries where Gaelic and related languages are spoken. LGL 3-12a</p> <p>I can express opinions and can offer straightforward reasons for having these opinions. LGL 3-12b</p>	<ul style="list-style-type: none"> • Creates written texts for a variety of purposes and lengths, for example letters, emails, blogs or articles giving personal information with details which includes school subjects, hobbies, work and family. • Writes about less familiar topics which are appropriate to purpose and audience. Writing is clear on first reading and flows with linking phrases, connected paragraphs and an increasing awareness of grammatical rules. • Writes to express opinions justifying preferences using simple sentences and appropriate vocabulary, applying increasing grammatical knowledge.
	Using knowledge about language	<p>I can check the accuracy of my writing using my knowledge about language, the support of others, and appropriate reference materials including success criteria. LGL 3-13a</p> <p>I can use some Gaelic idiomatic expressions accurately. LGL 3-13b</p>	<ul style="list-style-type: none"> • Uses an increasing range of vocabulary within sentences, and paragraphs are connected. • Uses a range of tenses with simple adjectives and verbs. • Uses accents with increasing accuracy. • Spells most commonly used words correctly, using reference materials, for example, dictionaries, digital technology and glossaries, to check spelling and unfamiliar vocabulary of their own and others' written work. • Punctuates sentences accurately, using punctuation norms. • Proof-reads and edits writing according to success criteria and targets for improvement. • Demonstrates a clear understanding of the changes that have been made in editing writing and explains the reasons for such changes. • Uses idiomatic expressions to add interest and richness to writing.

Benchmarks - Fourth Level Gaelic (Learners)

Listening and Talking	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Listening for information	<p>I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable and contain some unfamiliar language.</p> <p style="text-align: right;">LGL 4-01a</p>	<ul style="list-style-type: none"> • Participates in a range of more complex and less predictable language activities, for example, poems, stories, role-plays, dialogues, presentations and unrehearsed situations which are delivered at a natural pace.
	Listening and talking with others	<p>I can listen and respond to others, including sympathetic fluent speakers of the language, in extended conversations that are less predictable.</p> <p style="text-align: right;">LGL 4-02a</p> <p>I can take part effectively in more detailed conversations using an extended range of language structures and Gaelic idioms to exchange information, experiences, feelings and opinions, and can offer more detailed reasons for having these opinions.</p> <p style="text-align: right;">LGL 4-03a</p> <p>I can start, support and sustain a conversation by, for example asking relevant questions and seeking help when necessary.</p> <p style="text-align: right;">LGL 4-04a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of language used in a range of listening texts through appropriate and extended spontaneous responses. • Sustains conversations at a natural pace, within the language areas that they are studying, to demonstrate understanding of grammatical structures and vocabulary, with a high level of accuracy. • Uses and applies grammatical rules with a high level of accuracy, for example, past, present, future and conditional tenses, irregular verbs, prepositional pronouns, verbal phrases and are able to confidently change between tenses. • Applies non-verbal techniques when engaging with others. • Listens, takes turns and contributes at the appropriate time when engaging in conversations about themselves and others which are of increasing length and complexity. • Shows an understanding of more sustained and complex texts by extracting and summarising key information from the texts. • Identifies the purpose and main points of the conversations.

I can collaborate to prepare and present in Gaelic more open-ended role-plays in a wide range of realistic settings, and I can engage with other speakers of Gaelic.

LGL 4-05a

- Uses more complex words, questions and phrases in an increasing range of themes, including those associated with social networking and digital technology to build up continuous text.
- Uses strategies such as contextual clues to work out the meaning of new words, phrases, idioms and dialects to interpret a variety of listening sources.
- Uses appropriate polite social terms to begin and end interactions.
- Initiates and sustains conversation, by, for example, prompting others to move the conversation on, asking relevant questions and seeking help.
- Responds appropriately to questions to give information about themselves and others which is detailed and complex for example, demonstrating accuracy of grammar for most of the time.
- Demonstrates increased independence in unfamiliar situations and collaborative activities, for example, responding to fluent speakers in conversations, role-play, paired and group work, using grammar and vocabulary accurately.
- Uses a variety of language structures and vocabulary when sharing information, experiences and opinions and can justify preferences.
- Applies and uses more complex words, questions and grammatical rules more spontaneously when taking part in conversations and other interactions, for example, role-play.
- Works collaboratively to create and present open-ended role-plays in a range of realistic contexts where communication fulfils its purpose and criteria.

Listening and Talking	Organising and using information	<p>Using ICT where appropriate, I can plan, prepare and deliver an individual presentation in Gaelic:</p> <ul style="list-style-type: none"> • on an area of personal interest or a topic relating to Gaelic culture or history • using appropriate vocabulary and a range of grammatical structures and idiom. <p style="text-align: right;">LGL 4-06a</p>	<ul style="list-style-type: none"> • Delivers a detailed presentation in Gaelic about lifestyles, current views and preferences, topics relating to Gaelic culture, demonstrating good accuracy and a range of complex structures. • Uses digital technology, or other forms of media, to support their presentations to ensure clarity of message. • Sustains presentations to demonstrate accuracy with use of Gaelic language. (Notes or headings may be used but not as a script.) • Responds to questions from the teacher and peers related to their presentation. • Uses appropriate vocabulary and a range of grammatical structures and idiom.
	Using knowledge about language	<p>I can apply my knowledge about language, intonation and pronunciation to:</p> <ul style="list-style-type: none"> • ensure that others can understand me when I pronounce familiar and unfamiliar words and phrases • help me work out how to read aloud familiar and unfamiliar texts with accuracy and confidence. <p style="text-align: right;">LGL 4-07a</p>	<ul style="list-style-type: none"> • Uses knowledge of Gaelic language to say and read familiar and unfamiliar texts with clarity, accuracy, understanding and fluency. • Applies pronunciation rules to unfamiliar words by locating familiar letter patterns and blends. • Pronounces familiar and less familiar words clearly using intonation appropriately. • Applies contextual cues, knowledge of spelling and grammar rules to decode unfamiliar words.

Reading	Finding and using information	<p>Using a variety of resources, I can independently read texts which are more detailed and which contain complex language, including a range of tenses and Gaelic idiom, and can demonstrate my understanding.</p> <p style="text-align: right;">LGL 4-08a</p>	<ul style="list-style-type: none"> • Reads and demonstrates understanding of a wide range of texts, across a range of genres. • Responds to questions about texts identifying key information and points of views. • Reads and demonstrates understanding of a range of longer pieces of text such as magazine articles and Gaelic websites with an increasing range of vocabulary and structures, through appropriate responses for example, predicting what language/ideas may be contained in the piece. • Reads and demonstrates an understanding of texts in both familiar and unfamiliar contexts which use a range of tenses, including irregular verbs, adjectives with plurals, adverbs, infinitive, prepositional case, set phrases in possessive case, ordinal numbers, numerical nouns. • Applies a range of strategies to support understanding of unfamiliar language.
	Reading for cultural appreciation	<p>I have worked on my own and with others to read and research Gaelic texts. I can demonstrate my knowledge of different cultures and acknowledge similarities/differences between countries where Gaelic and related languages are spoken.</p> <p style="text-align: right;">LGL 4-09a</p>	<ul style="list-style-type: none"> • Reads texts to explore aspects of Gaelic culture. • Demonstrates an understanding of what has been read through responding appropriately to questions. • Finds and shares information from a text relating to aspects of Gaelic culture in countries where Gaelic and related languages are spoken. • Uses information, knowledge and references acquired through reading when delivering presentations and engaging in discussions on topics which may be less familiar, for example, sport, Gaelic-related careers, Gaelic music and work-based learning.

Reading	Reading for interest and enjoyment	<p>I can select and read for enjoyment a variety of texts which use familiar and unfamiliar language and may have had some adaptation.</p> <p style="text-align: right;">LGL 4-10a</p>	<ul style="list-style-type: none"> • Selects a range of texts to read. • Reads independently a range of texts for different purposes.
	Using knowledge about language	<p>I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts containing some unfamiliar language and more complex structures.</p> <p style="text-align: right;">LGL 4-11a</p>	<ul style="list-style-type: none"> • Uses a bilingual dictionary and digital technology independently to look up the meaning of vocabulary. • Applies knowledge of grammar to access and use the vocabulary in a dictionary, for example lenition and changes from cases such as prepositional. • Recognises vocabulary from different contexts and reads aloud texts with increased fluency, demonstrating understanding. • Reads and understands texts that incorporate unfamiliar vocabulary and more structures. • Applies reading strategies such as skimming, scanning and contextual clues to establish meaning of increasingly complex texts. • Summarises, gives the gist, gives items of detail and conveys the main points of a text.

Writing	Organising and using information	<p>I can write about life or culture in countries where Gaelic and related languages are spoken. LGL 4-12a</p> <p>I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words. LGL 4-12b</p> <p>I can write about experiences, feelings and opinions and can offer reasons for having these opinions. LGL 4-12c</p>	<ul style="list-style-type: none"> Writes for a variety of purposes, lengths and audiences in increasingly complex contexts for example letters, emails, diary entries, brochures, blogs or articles Writes with increasingly fluently and flow, with more complex sentences, linking words and connected paragraphs. Writes to give ideas, express opinions, justify preferences using detailed sentences and appropriate vocabulary, applying grammatical knowledge.
	Using knowledge about language	<p>I can use my knowledge about language, including structure, spelling and punctuation, to take responsibility for the accuracy of my writing. LGL 4-13a</p> <p>I can use a range of appropriate Gaelic idiomatic expressions accurately. LGL 4-13b</p>	<ul style="list-style-type: none"> Uses a range of tenses with adjectives, verbs and conjunctions. Demonstrates accuracy with accents, spelling and grammatical awareness. Incorporates information from research and other sources into writing. Uses idiomatic expressions to add interest and richness to writing. Proof-reads and edits writing according to success criteria and targets for improvement. Demonstrates a clear understanding of the changes that have been made to writing and then explains the reasons for such changes.