

Benchmarks

Modern Languages

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.

First Level Modern Languages

	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 explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally.</p> <p style="text-align: right; color: red;">MLAN 1-01a</p> <p>I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression.</p> <p style="text-align: right; color: red;">MLAN 1-01b</p> <p>I can listen to and show understanding of language from familiar voices and sources.</p> <p style="text-align: right; color: red;">MLAN 1-01c</p>	<ul style="list-style-type: none"> • Participates actively in songs, rhymes and poems in the target language. • Identifies some rhyming words. • Recalls selected 'missing' words / phrases in songs, rhymes or poems which have been well- practised and with the support of, for example, pictures and/or puppets. • Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language. • Demonstrates understanding of familiar words and simple phrases conveying mostly personal information.
	Listening and talking with others	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p style="text-align: right; color: red;">MLAN 1-02a</p> <p>I am beginning to share information about myself using familiar vocabulary and basic language structures.</p> <p style="text-align: right; color: red;">MLAN 1-02b</p>	<ul style="list-style-type: none"> • Responds appropriately to simple questions about themselves using simple sentences, words and gestures, for example, nodding and/or pointing. • Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes, • Uses a few simple adjectives such as those related to size or colour and attempts to use some connectors, for example and, with. • Listens and responds at the appropriate time to others by answering and asking simple questions in the target language. • Uses some polite social terms to begin and end interactions.

Listening and talking		<p>With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p style="text-align: right; color: red;">MLAN 1-03</p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.</p> <p style="text-align: right; color: red;">MLAN 1-05a</p> <p>I can participate in a range of collaborative activities.</p> <p style="text-align: right; color: red;">MLAN 1-05b</p>	<ul style="list-style-type: none"> • Gives a personal response to stories, songs, rhymes and poems in the target language. • Can translate simple/key words and phrases from the target language into their own language. • Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime. • Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.
	Organising and using information	<p>Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken.</p> <p style="text-align: right; color: red;">MLAN 1-06</p>	<ul style="list-style-type: none"> • Identifies the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag(s). • Demonstrates understanding of basic cultural references to the country/countries where the target language is spoken. This may include, for example, references to food or national celebrations. • Identifies some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies.
	Using knowledge about language	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.</p> <p style="text-align: right; color: red;">MLAN 1-07a</p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.</p> <p style="text-align: right; color: red;">MLAN 1-07b</p>	<ul style="list-style-type: none"> • Identifies sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. • Uses words which are similar in English to support understanding of unfamiliar words. • Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. • Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, favourite colours/foods/animals.

Reading	Finding and using information	<p>I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding.</p> <p style="text-align: right; color: #800000;">MLAN 1-08a</p> <p>I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.</p> <p style="text-align: right; color: #800000;">MLAN 1-08b</p>	<ul style="list-style-type: none"> • Reconstructs a known text /story in a logical sequence, using for example, simple words, pictures, labels, puppets or props to show understanding of written text in the target language. • Matches images with appropriate word/ text in the target language. • Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.
	Reading to appreciate other cultures	<p>I am beginning to recognise similarities and differences between Scotland and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media.</p> <p style="text-align: right; color: #800000;">MLAN 1-09a</p>	<ul style="list-style-type: none"> • Identifies some key cultural differences between Scotland and the country/countries where the language is spoken through visual texts with simple vocabulary, for example, video clips or texts supported by pictures.
	Reading for interest and enjoyment	<p>I have experienced a variety of simple texts, which may have been adapted for young learners.</p> <p style="text-align: right; color: #800000;">MLAN 1-10a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of simple texts in the target language through, for example, retelling some details in English, selecting and sequencing appropriate images, matching activities or talking about the bits they liked best.
	Using knowledge about language	<p>I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.</p> <p style="text-align: right; color: #800000;">MLAN 1-11a</p>	<ul style="list-style-type: none"> • Uses a variety of familiar resources to support their understanding of simple texts.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>Organising and using information</p>	<p>With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13</p>	<ul style="list-style-type: none"> • Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames. • Shows some awareness of punctuation and accents and attempts to use them when writing in the target language. • Writes simple phrases to convey personal information, labels in the target language for objects in the classroom and around the school.
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Second Level Modern Languages

	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 explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<ul style="list-style-type: none"> • Participates actively in songs, rhymes and poems in the target language. • Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. • Identifies rhyming words. • Predicts 'missing' words from familiar songs, rhymes or poems. • Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. • Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language. • Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases which convey information about familiar contexts, for example, self, home, family, school.
	Listening and talking with others	<p>I explore how gesture, expression and emphasis are used to help understanding. 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. MLAN 2-02a</p>	<ul style="list-style-type: none"> • Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing. • Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. • Shares personal information on familiar topics such as expressing likes or dislikes with increasing confidence and accuracy. Speaks increasingly in fuller sentences/phrases, using basic connectors such as 'and, but, with, because'. • Uses a number of familiar adjectives such as those related to describing self and others.

		<p>When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a</p> <p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b</p> <p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p> <p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<ul style="list-style-type: none"> • Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. • Uses polite social terms to begin and end interactions. • Talks, for example, about him/herself and others, with an increasing range of vocabulary. • Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. • Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food and drink, sport, school subjects, local community. • Is able to begin and end conversations appropriately. • In the target language, requests that others, for example, 'repeat' or 'slow down'. • Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime. • Uses contextual clues to infer the meaning of any new vocabulary. • Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats. • Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. • Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts.
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Listening and Talking	Organising and using information	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. MLAN 2-06b</p>	<ul style="list-style-type: none"> • Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. • Works collaboratively to demonstrate understanding of cultural aspects of the country/countries where the target language is spoken via a presentation on a theme of his/her choice. • Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.
	Reading	Finding and using information	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a</p> <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. MLAN 2-07b</p>
Reading	Finding and using information	<p>I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. MLAN 2-08a</p>	<ul style="list-style-type: none"> • Matches images to appropriate text in the target language. • Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. • Sequences pictures/labels to order key events in a text written in the target language. • Summarises the text in English.

		<p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</p> <p style="text-align: right;">MLAN 2-08</p>	<ul style="list-style-type: none"> Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved.
	Reading to appreciate other cultures	<p>I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.</p> <p style="text-align: right;">MLAN 2-09a</p>	<ul style="list-style-type: none"> Demonstrates understanding of a range of simple texts appropriate to the level, including photographs, maps, artefacts and artworks in the target language by, for example, explaining to others the gist of the text in English, noting down facts from the text in English, or answering some questions in English about the texts they have read. Identifies cultural differences and similarities between Scotland and the target language country/countries.
	Reading for interest and enjoyment	<p>I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.</p> <p style="text-align: right;">MLAN 2-10a</p>	<ul style="list-style-type: none"> Demonstrates understanding of texts in both familiar and unfamiliar contexts which are written mainly in the present tense and come from a range of genre. Expresses opinions in English about texts they have read in the target language.

<p>Using knowledge about language</p>	<p>I can understand how a bilingual dictionary works and use it with support. MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning. MLAN 2-11b</p> <p>I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. MLAN 2-11d</p>	<ul style="list-style-type: none"> • Uses a bilingual dictionary to support understanding of unfamiliar vocabulary in the target language and to cross-check words or phrases they have written in the target language. Can explain the similarities and differences between using a monolingual and bilingual dictionary. • Identifies words in the target language which are similar in different languages to support understanding of unfamiliar words. • Applies knowledge of alphabetical order to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. • Applies understanding of the different sounds made by letters and letter blends in the target language. • Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar words in English. • Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English. • Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension.
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Writing	Organising and using information	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 2-12a</p> <p>I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a</p> <p>I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b</p> <p>I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. MLAN 2-14a</p>	<ul style="list-style-type: none"> • Works with others to plan and check written work. • Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language. • Uses ICT when appropriate to check words and to produce written text in different formats • With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. • Writes for a variety of purposes and audiences. • Produces written work in the target language which is mostly accurate in terms of: <ul style="list-style-type: none"> - Punctuation - Spelling - Accents.
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Third Level Modern Languages

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and talking	Curriculum Organisers		
	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; color: red;">MLAN 3-01a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of spoken information from a variety of sources including, for example, TV and/or film clips in the target language, expressed in mainly familiar words and phrases. • Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions.
	Listening and talking with others	<p>I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate.</p> <p style="text-align: right; color: red;">MLAN 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 by offering straightforward reasons for having these opinions.</p> <p style="text-align: right; color: red;">MLAN 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; color: red;">MLAN 3-04a</p>	<ul style="list-style-type: none"> • Listens, takes turns and contributes at the appropriate time when engaging with others in largely prepared conversations of increasing length. • Demonstrates understanding of language used by the interlocutor through appropriate and increasingly spontaneous responses. • Shares information on familiar themes in longer conversations, with reasonable fluency. Copes with some unpredictable language from the interlocutor. Uses fuller sentences. • Applies non-verbal techniques such as eye contact, facial expressions and body language to support dialogue. • Sustains conversations appropriately in order to demonstrate understanding of basic structures and familiar vocabulary. Uses verbs, adjectives, connectors and word order mostly accurately. • Gives reasons for opinions shared within conversations. • Uses appropriate polite social terms to begin and end interactions. • Requests in the target language that others, for example, 'repeat', 'slow down', and 'speak more clearly'. • Is able to tell the interlocutor if he/she does not understand. • Works with others to practise, for example, new vocabulary, structures or grammar in a variety of games in the target language, in digital and traditional formats, in paired-speaking exercises and in role-plays.

Listening and talking		<p>I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken.</p> <p style="text-align: right; color: red;">MLAN 3-05a</p>	<ul style="list-style-type: none"> • Participates in paired and group activities, with decreasing levels of support. • Works collaboratively on conversations and role-play tasks of an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts.
	Organising and using information	<p>I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken.</p> <p style="text-align: right; color: red;">MLAN 3-06a</p> <p>I can deliver an individual presentation in the language I am learning, using a variety of media including ICT where appropriate.</p> <p style="text-align: right; color: red;">MLAN 3-06b</p>	<ul style="list-style-type: none"> • Works collaboratively to plan and co-deliver a talk in the target language. Sustains talk long enough to demonstrate accuracy in known vocabulary and grammar as well as pronunciation and expression. • Demonstrates engagement with the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people. • Plans and delivers a brief presentation with appropriate content and structure, communicating clearly, audibly and with appropriate pronunciation. • Uses resources as appropriate to support communication, for example, power point or cue cards. • Talks at sufficient length and can increasingly demonstrate accuracy in vocabulary, grammar and expression.
	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 words or phrases • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. <p style="text-align: right; color: red;">MLAN 3-07a</p>	<ul style="list-style-type: none"> • Applies pronunciation rules to unfamiliar words by identifying and applying familiar letter patterns. • Pronounces familiar words clearly and uses a sustained range of vocabulary appropriate to the level. • Reads with some fluency and understanding, using appropriate pace and intonation. • Demonstrates an appropriate knowledge of grammatical structures including knowledge of more than one tense, over a range of talking activities.

Reading	Finding and using information	<p>I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language.</p> <p style="text-align: right; color: red;">MLAN 3-08a</p>	<ul style="list-style-type: none"> • Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences. • Identifies the main points of the text and can communicate this to others.
	Reading to appreciate other cultures	<p>I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken.</p> <p style="text-align: right; color: red;">MLAN 3-09a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of longer texts in the target language by, for example, noting down facts from the text, answering some questions, or explaining to others the main points and some supporting detail of the text. • Identifies cultural differences through reading a range of texts about the country and its inhabitants in the target language.
	Reading for interest and enjoyment	<p>I can select and read for interest and enjoyment a range of texts, including longer imaginative texts in a variety of styles, both prose and poetry, which may have had some adaptation.</p> <p style="text-align: right; color: red;">MLAN 3-10a</p>	<ul style="list-style-type: none"> • Applies a range of reading skills and strategies to read unfamiliar vocabulary with increasing understanding a range of texts, including more extended reading passages or stories. Uses knowledge of context, cognates and grammatical structures to support understanding.
	Using knowledge about language	<p>I can use a bilingual dictionary independently to help me understand new language.</p> <p style="text-align: right; color: red;">MLAN 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; color: red;">MLAN 3-11b</p>	<ul style="list-style-type: none"> • Uses a bilingual dictionary or other reference sources to check and spell commonly misspelt or unfamiliar words. • Recognises common prefixes, suffixes and blends of letters. Identifies connections between words. Uses this knowledge to identify cognates in order to help work out the meaning of new words. • Identifies parts of speech such as nouns, pronouns, adjectives, adverbs and verbs and applies this knowledge to support their understanding of texts.

	<p>Organising and using information</p>	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 3-12a</p> <p>I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes. MLAN 3-13a</p> <p>I can express opinions and can offer straightforward reasons for having those opinions. MLAN 3-13b</p>	<ul style="list-style-type: none"> • Works with others to plan and review written work. • Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling or structure. • Produces written work in the target language which is mostly accurate in terms of use of personal pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs. • Applies knowledge of spelling patterns and rules to spell familiar words correctly. • Demonstrates knowledge and accurate application of punctuation norms in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents. • Uses simple sentences of increasing length. • Attempts to regularly link sentences using both coordinating and subordinating conjunctions, demonstrating some knowledge of word order rules where appropriate. • Justifies opinions using a range of adjectives, connectors and word order to give reasons for those opinions.
<p>Writing</p>	<p>Using knowledge about language</p>	<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. MLAN 3-14a</p>	<ul style="list-style-type: none"> • Reviews and corrects writing to ensure it makes sense and meets its purpose. For example, uses a bilingual dictionary, grammar notes, or peer review to check accuracy and sense.

Fourth Level Modern Languages

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Listening and talking	Curriculum Organisers		
	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 or known language used in unfamiliar contexts.</p> <p style="text-align: right; color: red;">MLAN 4-01a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of straightforward texts with some less predictable language from a variety of sources, such as from TV news/weather clips, or excerpts from films / TV programmes in the target language.
	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; color: red;">MLAN 4-02a</p> <p>I can take part effectively in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions and by offering more detailed reasons for having these opinions.</p> <p style="text-align: right; color: red;">MLAN 4-03a</p> <p>I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary.</p> <p style="text-align: right; color: red;">MLAN 4-04a</p>	<ul style="list-style-type: none"> • Listens, takes turns and contributes at the appropriate time when engaging with others in conversations and role plays of increasing length and complexity. • Demonstrates understanding of language used by the interlocutor through responses which are appropriate to the level and which may include some spontaneous use of language. • Shares detailed information on a range of themes with reasonable fluency. • Applies non-verbal techniques, for example, eye contact, facial expressions and body language to support dialogue. • Sustains conversations and demonstrates understanding of straightforward language which may contain some unpredictable structures and vocabulary. • Contributes appropriately to conversations, using an increasing range of structures including adjectives, connectors and word order to give more information. • Uses appropriate polite social terms to begin and end interactions. • Initiates and sustains conversation, by, for example, prompting others to move the conversation on, or asking further questions.

Listening and talking		<p>I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken.</p> <p style="text-align: right; color: red;">MLAN 4-05a</p>	<ul style="list-style-type: none"> • Requests in the target language that others ‘repeat, ‘slow down’ or ‘speak more clearly’, for example. Tells interlocutor if he/she does not understand what has been said. • Works collaboratively to create and present open-ended role-play tasks or scenarios of an appropriate length. • Demonstrates understanding of straightforward structures and less familiar vocabulary in different contexts, when engaging in authentic transactions, for example, purchasing travel tickets, booking accommodation or ordering food.
	Organising and using information	<p>I can, using a variety of media including ICT where appropriate, plan, prepare and deliver an individual presentation in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken.</p> <p style="text-align: right; color: red;">MLAN 4-06a</p>	<ul style="list-style-type: none"> • Plans and delivers a presentation with appropriate pronunciation, content and structure, communicating with some fluency, using support such as power point or cue cards. • Demonstrates engagement with, and understanding of, the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people.
	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; color: red;">MLAN 4-07a</p>	<ul style="list-style-type: none"> • Displays confidence and communicates accurately by: <ul style="list-style-type: none"> - Identifying and applying pronunciation rules to unfamiliar words by locating familiar letter patterns - Pronouncing clearly familiar words. • Reads aloud both familiar and unfamiliar texts with increasing fluency and with understanding, using appropriate pace and intonation.

Reading	Finding and using information	Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding. MLAN 4-08a	<ul style="list-style-type: none"> • Uses a variety of resources such as a bilingual dictionary or a glossary to demonstrate understanding of straightforward texts, which employ a variety of tenses and unfamiliar language.
	Reading to appreciate other cultures	I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. MLAN 4-09a	<ul style="list-style-type: none"> • Demonstrates increasing understanding of straightforward texts containing unfamiliar language by, for example, explaining to others the main points, noting down facts in English, or answering some questions about the text. • Identifies and comments in the target language on cultural differences and similarities between Scotland and the target language country/countries. • Is building knowledge of cultural differences through reading a range of texts in the target language and carrying out some research about the country/ countries where the language is spoken and its inhabitants.
	Reading for interest and enjoyment	I can select and read for interest and enjoyment a range of more detailed texts containing complex language, including imaginative accounts, both prose and poetry, which use familiar and unfamiliar language and may have had some adaptation. MLAN 4-10a	<ul style="list-style-type: none"> • Independently selects longer texts such as short stories, prose, poetry, texts from websites, newspapers or magazines for enjoyment and interest. These include straightforward language structures but also include unfamiliar vocabulary and expressions appropriate to the level.
	Using knowledge about language	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. MLAN 4-11a	<ul style="list-style-type: none"> • Uses a bilingual dictionary or other reference source to check the use of unfamiliar and commonly misspelt words and to cross-check their own understanding of the language. • Applies knowledge of grammatical structures and connections between words to support understanding of texts containing a wider range of vocabulary and structures. This can include a variety of tenses, personal and possessive pronouns, word order and adjectival agreement.

Writing	Organising and using information	<p>I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 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. MLAN 4-13a</p> <p>I can write about experiences, feelings and opinions and can offer reasons for having those opinions. MLAN 4-13b</p>	<ul style="list-style-type: none"> • Works with others to plan and check written work. • Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling and structures. • Produces an increasing variety of written work in the target language which uses straightforward sentences of varying length and type. • Applies knowledge of spelling patterns and rules in the target language to spell familiar words correctly. • Demonstrates familiarity with punctuation norms in the target language. • Writes accurately using, for example, correct personal and possessive pronouns, correct verb forms, appropriate tenses and correct adjectival agreements. • Links sentences using both coordinating and subordinating conjunctions, demonstrating knowledge of word order rules where appropriate. • Justifies opinions using an increasing range of adjectives, connectors, verb forms and word order to give a more extensive range of reasons for their opinions.
	Using knowledge about language	<p>I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. MLAN 4-14a</p>	<ul style="list-style-type: none"> • Applies a range of strategies and resources to ensure accuracy of spelling, including unfamiliar vocabulary. • Writes with increasing accuracy to convey meaning clearly, using a variety of structures to clarify meaning and enhance writing. • Edits and revises writing with increasing independence. Uses, for example, a bilingual dictionary, grammar notes or peer review to ensure clarity of meaning and accuracy to improve content, language and/or structure.