



**Carmel
College**

Y8 Assessment Record Booklet

Spanish

2014-2015



iHola!

Me llamo

(Teacher:))

(Form:))





Previous Knowledge

In Primary School and in Year 7, I learned:

Spanish



for _____
years.

French



for _____
years.

German



for _____
years.

Chinese



for _____
years.

Other



for _____
years.

I can remember: _____

Action Plan

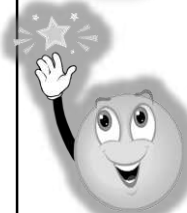
I enjoyed most...



I found most difficult...



This year, my personal goal is to...



In order to achieve this, I will...



End of year review:



The big picture:

I will learn how to greet people and introduce myself giving some basic facts about myself (name, date of birth, nationality, etc.).



Assessment:

SPEAKING - To answer in Spanish questions about myself (see p. 18)

K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Increase my knowledge of Spain and Latin America.		
2. Understand my teacher giving simple instructions in Spanish.		
3. Use Spanish to communicate with my teacher.		
4. Ask and answer basic questions when meeting and greeting someone.		
5. Be able to say the Spanish alphabet.		
6. Learn to count to 31.		
7. Say how old I am and ask for/give birth dates.		
8. Say where I live and give my opinion of it.		
9. State my nationality and give my opinion of my country.		
10. Understand how Spanish words are pronounced.		
<p>LT 1: To adapt your language to your audience, knowing when to use the formal & informal forms "tú" & "usted".</p> <p>LT 2: To try memorisation techniques to learn new vocabulary and their spelling.</p>		



Unit Review

1 thing I could tell
someone else

2 thing I need
to work on

3 things I have
learned

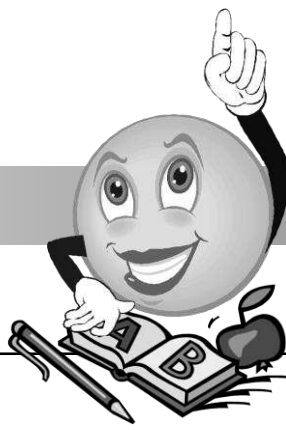
4

Units

PLTS

Assess-
-ment

Feed-
-back



The big picture:

I will learn how to talk about my school equipment (saying what I have in my bag and what I don't have).



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

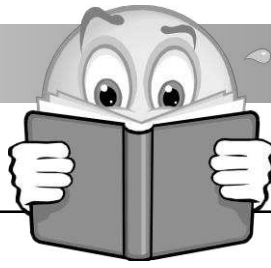
(Not met Partially met Met)

	Me	My partner
1. Name classroom objects.		
2. Ask and answer a question about what I have in my bag.		
3. Form negative sentences to say what items I don't have.		
4. Say what items I need.		
5. Understand my teacher giving more instructions.		
6. Understand that nouns have a gender.		
7. Conjugate the verb "tener".		
8. Conjugate regular -AR verbs using the Sun verb.		
9. Write basic paragraphs about yourself and classroom equipment,		
10. Understand how Christmas is celebrated in Spain.		
	LT 1: To link my sentences by using connectives.	
	LT 2: To develop my listening skills when listening to instructions in the target language.	



Unit Review

?	A question for the teacher	
-	Areas for improvement	
+	My strengths in this unit	



The big picture:

I will learn how to write about my school, school subjects, teachers and timetable, giving and justifying personal opinions.



Assessment:

WRITING - To write a text in Spanish about school from memory (see p. 19)




K - What I **K**now

W - What I **W**ant to know

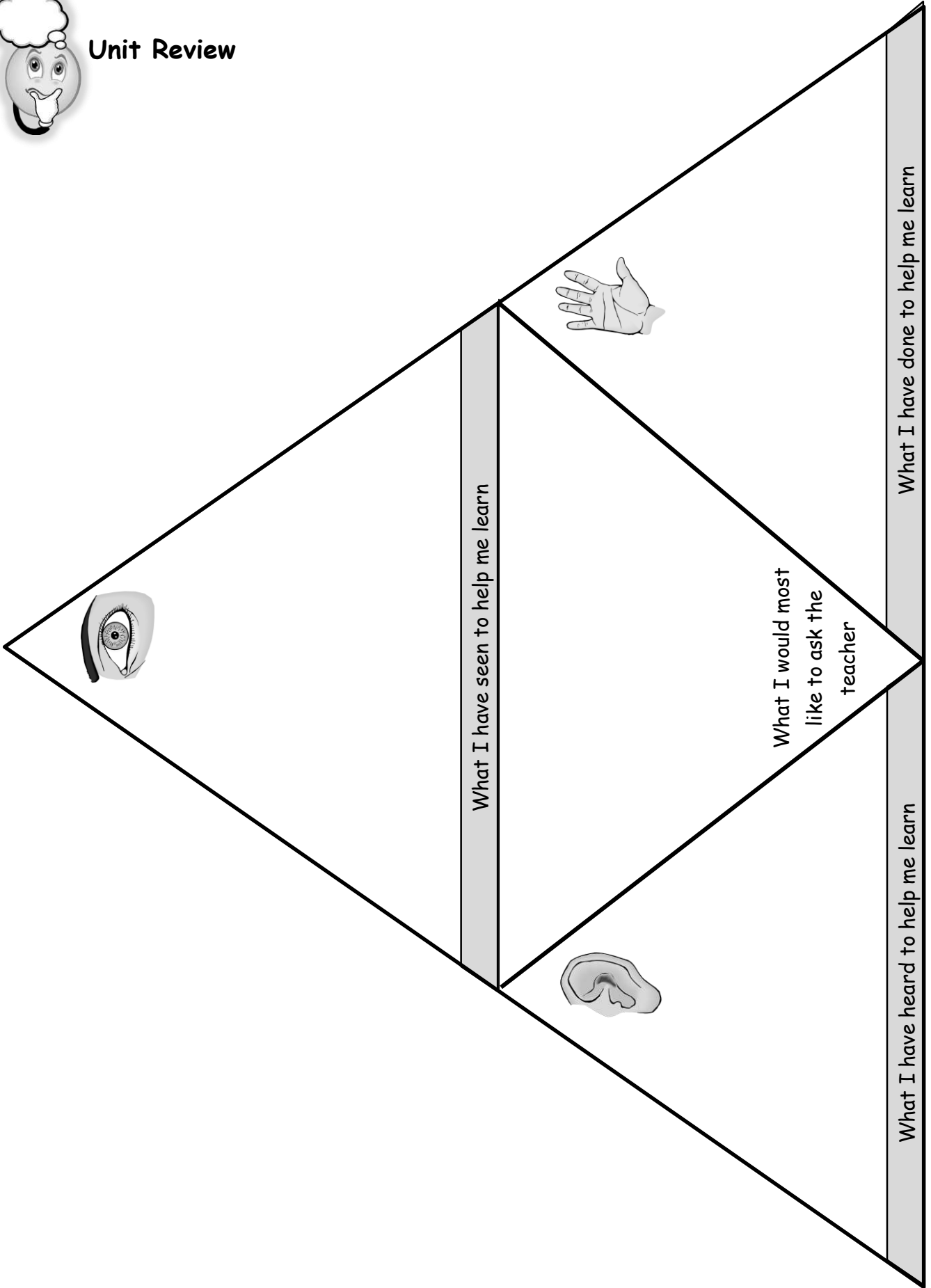
L - What I **L**earnt

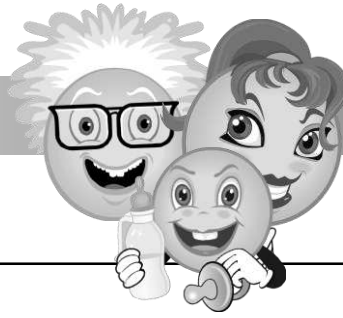
(Not met Partially met Met)

	Me	My partner
1. Name school subjects in Spanish.		
2. Give my opinions with reasons about school subjects.		
3. Ask other people their opinions about subjects they study.		
4. Express other people's opinions on school subjects		
5. Tell the time in Spanish.		
6. Use the verb "tener" and time to describe my timetable.		
7. Name rooms and facilities in your school.		
8. Use the future tense to say what I am going to study tomorrow.		
9. Describe your school and give opinions about it.		
10. Extend my range of connectives using a dictionary.		
11. Understand how to achieve a level 4 in a written assessment.		
 LT 1: To check my writing for accurate spelling.		
	LT 2: To structure my writing, organising it into cohesive paragraphs.	



Unit Review





The big picture:

I will learn how to describe the personality and appearance of myself, my family members and my pets.



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know

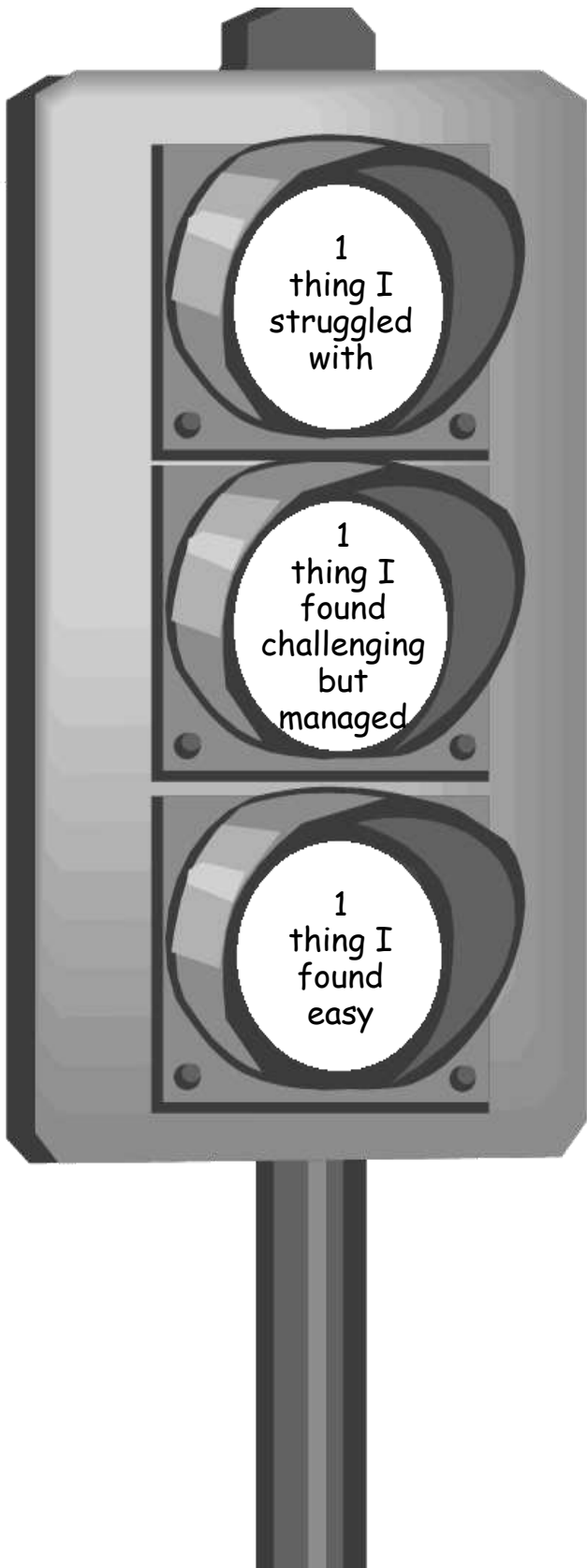
L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Ask and answer a question about how many brothers & sisters I have.		
2. Name members of the family in Spanish.		
3. Conjugate the verb "llamarse".		
4. Name pets in Spanish.		
5. Use the verb "tener" to say how many pets/family members I have.		
6. Name colours in Spanish.		
7. Describe the hair and eye colour of famous people/family members.		
8. Describe size and colouring of people.		
9. Know when to use the verbs "tener", "llevar" and "ser" to describe physical appearance.		
10. Learn about Easter celebrations in Spain.		
	LT 1: To learn word order in sentences with adjectives.	
	LT 2: To check my work for accuracy, making sure my adjectives agree with the noun they describe.	



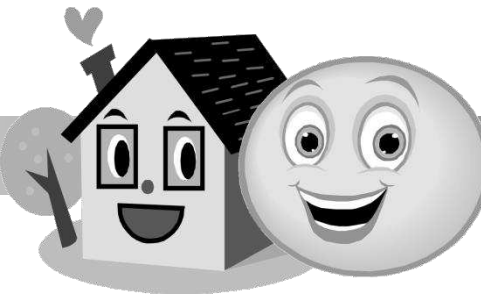
Unit Review



Blank box for reflection.

Blank box for reflection.

Blank box for reflection.



The big picture:

I will learn how to say where I live (location and type of accommodation) and how to describe my house and bedroom.



Assessment:

READING - To read a text in Spanish about house, rooms and furniture, being able to recognise the future tense. (see p. 20).




K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Describe my house.		
2. Use directions to describe the location of my house.		
3. Describe the rooms in my house.		
4. Name the furniture of my bedroom in Spanish.		
5. Use prepositions to talk about the position of things in my bedroom.		
6. Know how to make adjectives agree.		
7. Produce a detailed description of my house and present it to the class.		
8. Revise the future tense		
9. Revise the future tense.		
10. Understand how to achieve a level 6 in a reading assessment.		
	LT 1: To read long and complex texts for gist.	
	LT 2: To develop reading strategies to cope with new words.	



Unit Review

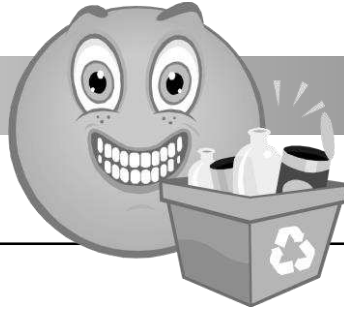
★ In this unit, I have learned to...

★ The activities I particularly enjoyed were...

★ I am particularly good at...

★ I still need to work at...

★ I would still like to know...



The big picture:

I will learn how to say what my daily routine is like (at what time and how often I do things), as well as if I help out at home.



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know




L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Describe my daily routine.		
2. Revise how to tell the time to say when I do things.		
3. Recognise reflexive verbs.		
4. Form reflexive verbs.		
5. Recognise stem-changing verbs.		
6. Form stem-changing verbs.		
7. Learn the vocabulary of housework.		
8. Describe what I do to help at home.		
9. Use frequency phrases to say how often I do things.		
10. Work effectively as a team to write and perform an episode for the Spanish TV programme "Extra".		
 LT 1: To adapt the style and presentation of my writing to fit the task (script, play...).		
	LT 2: To use my knowledge of Spanish phonics to attempt an authentic Spanish pronunciation.	



Unit Review

What the teacher thinks of my work (go through your book and your teacher's feedback)			
What I think of my work			
	 <p>Something I have done well</p>	 <p>Something I have done well</p>	 <p>Something I wish I could improve on</p>

PLTS (Personal Learning and Thinking Skills)

Skill	When?	How?
Independent Enquirer		
Creative Thinker		
Reflective Learner		
Team Worker		
Self-Manager		
Effective Participant		

PLTS (Personal Learning and Thinking Skills)

Skill	When?	How?
Independent Enquirer		
Creative Thinker		
Reflective Learner		
Team Worker		
Self-Manager		
Effective Participator		

Assessment Task Sheets



Autumn Term 1 - Personal information

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

Your teacher will ask you the following questions in Spanish and you will have to **answer back in Spanish from memory**:

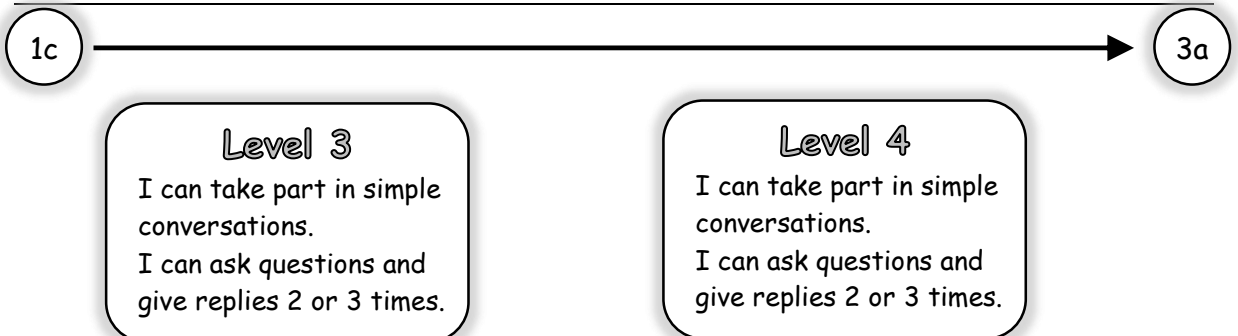
- What is your name?
- How are you?
- How do you spell it?
- How old are you?
- When is your birthday?

You will then have to **ask your teacher two questions** about them.

Success Criteria:

Remember your answers by heart.	
Understand the teacher's questions.	
Answer all the questions.	
Answer with full sentences.	
Answer with accurate sentences.	
Accurate pronunciation.	
Answer without hesitations.	
Ask two questions to the teachers.	

Level Descriptors:





Spring Term 1 - My School

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

You will **write a paragraph about your school** including at least the following:

- The name of your school
- The subjects you study
- Your opinions on subjects with reasons
- Details on your timetable (days and times of lesson)

You will first produce a draft **using your exercise book and a dictionary**.

Then you will write your final paragraph, by assessing and improving your draft.

Success Criteria:

Write in full sentences with a correct word order.	
Include a variety of opinion and reason phrases.	
Use the verb flower to talk about other people.	
Check the accuracy of your spelling.	
Look up and include extra vocabulary using a dictionary.	
Adapt exemplar texts to build new questions.	
Link your sentences using connectives.	

Level Descriptors:

1c

4a

Level 2

I can copy single words, label items and complete sentences with a single word.

Level 3

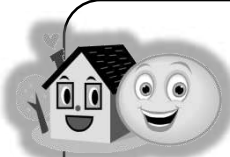
I can use an example to write one or two short sentences and can label items.
I can write simple sentences from memory although my spelling may not always be accurate.

Level 4

I can use my text book and class sheets to write a few short sentences and give simple opinions.
I can now write more accurately.

Level 5

I can use a dictionary or a glossary to check my spellings. I can use the grammar rules studied in class to write my own paragraphs.
I can incorporate the present and future tenses.

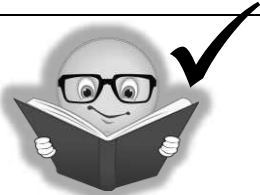


Summer Term 1 - At home

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

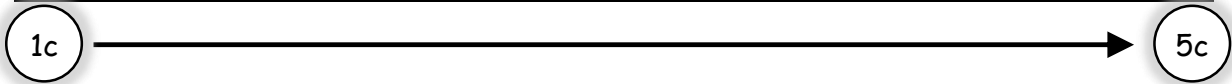
Task:

You will read a text about someone presenting and describing their house. You will have to **answer questions in English about the text without a book or dictionary.**

Success Criteria:

Answer in full sentences and check the spelling of your answers.	
Remember the key vocabulary of accommodation, rooms, furniture, etc.	
Find the key points of a detailed paragraph.	
Understand sentences about other people.	
Understand questions in Spanish.	
Work out the meaning of new words using the context.	
Identify cognates and false cognates.	
Understand verbs in the future tense.	

Level Descriptors:



Level 3

I can understand some familiar phrases.
 I can use my knowledge of how the new language sounds when I read familiar words and phrases aloud.
 I can use books and glossaries to look up new words.

Level 4

I can understand the main points and personal opinions in a short written text which are written clearly and are made up of familiar language.
 I can read independently and use a dictionary or glossary to look up new words.

Level 4

I can identify the main points and some details in short written texts on topics familiar to me.
 I can use a dictionary or glossary to look up new words and can sometimes use context to work out the meaning of new words.

Level 5

I can identify the main points and opinions in written texts which include the present & future tenses. I can read authentic materials such as leaflets and magazine articles independently. I can read aloud and use references materials confidently.

Citizenship – Cultural Identity in Spain & the UK

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

You will **research and write** about the following cultural aspects:

- The national flower of Spain
- The traditional national food of Spain
- The personification of power in Spain
- Spain's national sport
- The patron saint of Spain

You will **compare** it to your knowledge of British culture and **express appropriate and justified opinions** when relevant.

Success Criteria:

Answer in full English sentences and check my spelling.	
Give as much details as possible.	
Include relevant pictures.	
Establish comparisons (similarities / differences) between Spain and the UK	
Express relevant opinions about my findings.	
Use a range of trustworthy sources.	

Level Descriptors:

1c

7a

Level 3

I can investigate issues and find answers to questions using different sources of information. I can discuss and describe some features of different groups or societies.

Level 4

I can explore sources of information to engage with topical and controversial issues. I can develop research questions to explore issues.

Level 5

I can communicate my opinion clearly and give reasons. I can describe ways in which the UK is interconnected with the wider world.

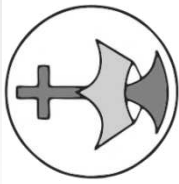
Level 6

I show an understanding of the complexity of identities and diversity in groups and communities.

Level 7

I use a range of research strategies and sources of information with confidence. I question assumptions and my own views as a result of examination of relevant evidence.

Formative Assessment Record Year 8 2014-2015

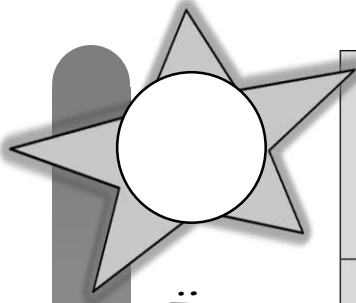


Subject:
Spanish

Key Stage / Year:
KS3 Year 8

Student name:

Target level:



Date	Assessment title	V: Verbal W: Written / T: Teacher S: Teacher P: Peer			Level achieved
		Positives	Targets for improvement		
Autumn 1	SPEAKING Personal Information				
Spring 1	WRITING At School				

Date	Assessment title	Positives	Targets for improvement	Level achieved
Summer 1	READING At Home			
2014-2015	CITIZENSHIP Cultural Identity in Spain and the UK			

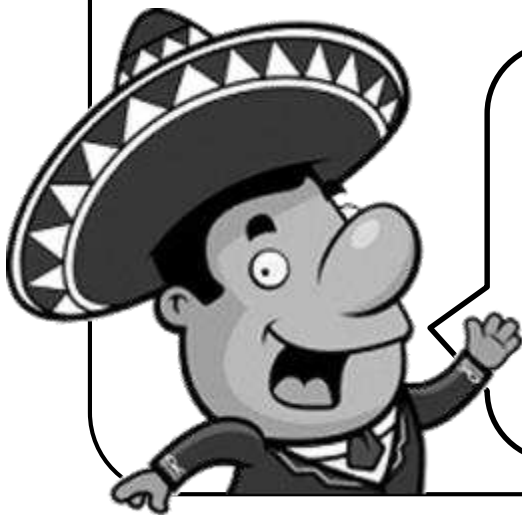


**Carmel
College**

Y9 Assessment Record Booklet

Spanish

2014-2015



iHola!

Me llamo

(Teacher:))

(Form:))



Y8-Y9 Transition

Previous Knowledge



From last year, I can remember: _____

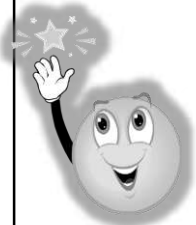
Action Plan



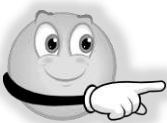
I enjoyed most...



I found most difficult...



This year, my personal goal is to...



In order to achieve this, I will...

End of year review:



The big picture:

I will learn how to talk about my hobbies/sports and where I usually go in town during my free time. I will also learn how to say what I am going to do at the weekend.



Assessment:

WRITING - To write a paragraph about your meal including some examples of the future tense. (see p. 18)




K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Learn the Spanish for sports and leisure activities.		
2. Understand whether to use the verb "practicar" & "jugar" with sports.		
3. Write extended sentences about sports, including adverbs of frequency, places, people and opinions.		
4. Use a variety of opinions to describe what you like/don't like doing in your free time.		
5. Talk about what I do in my free time using present tense verbs, time phrases and opinions with reasons.		
6. Recognise and form the future tense.		
7. Use the future tense to describe what I am going to do at the weekend.		
8. Understand what to include in a writing assessment to achieve a level 5.		
9. Recognise the future tense in reading texts.		
10. Form the future tense in my own sentences.		
	LT 1: To write from memory on a familiar topic.	
	LT 2: To talk about future events using appropriate time phrases and tense.	



Unit Review

What I best managed

(Refer back to the objective checklist)

What I most struggled with



The big picture:

I will learn how to say what sports I do to stay healthy and how to talk and receive advice about different ailments.



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

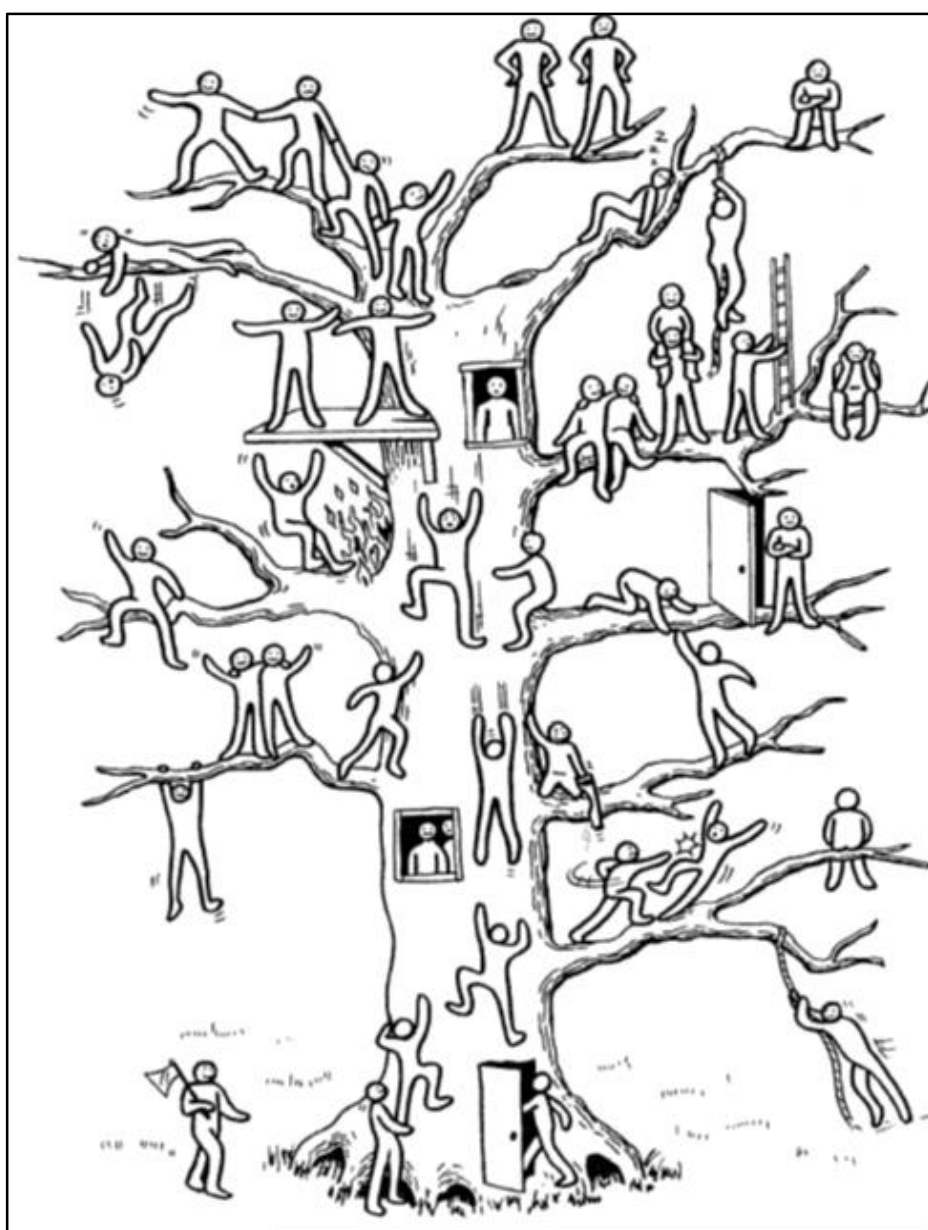
	Me	My partner
1. Know the key vocabulary for places in a town.		
2. Use the construction "ir a..." and the new vocabulary to explain where I am going to go.		
3. Give and understand directions.		
4. Describe the location of places in town.		
5. Understand and use numbers from 31-100 in the context of giving directions.		
6. Give and understand directions involving distances.		
7. Understand and use a variety of adjectives to describe what my town/city is like.		
8. Understand simple weather forecasts and describe weather conditions and seasons.		
9. Apply the knowledge, skills and understanding learnt in this unit to produce a detailed illustrated guide to my town.		
10. Understand how Christmas is celebrated in Spain and Latin America.		
 LT 1: To make my writing more interesting by adding description.		
	LT 2: To make references to a variety of sources, when writing in English about a subject I have researched.	



Unit Review

Circle where you are on the learning tree.

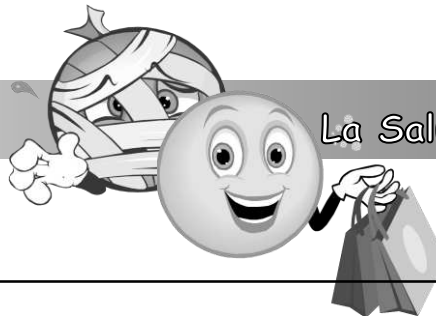
Why did you choose this figure?



Action points:

★ _____

Unidad 3 - Primavera 1
Unit 3 - Spring 1



La Salud/Las compras
Health/Shopping



The big picture:

I will learn how to describe health problems and understand advice.



Assessment:

READING - To read and answer questions about a long detailed text discussing healthy living and illness in 3 tenses.




K - What I **K**now

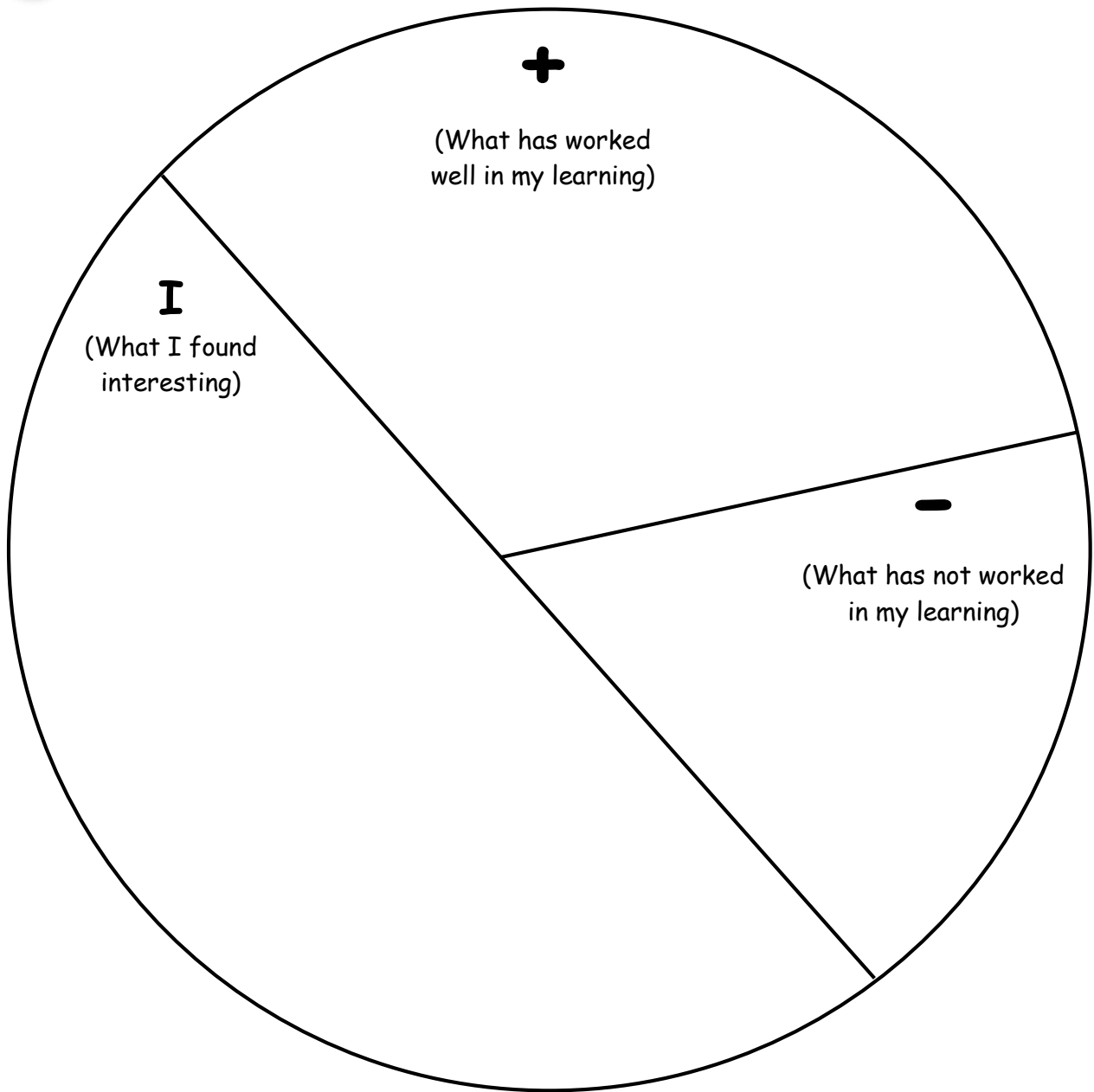
W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Name parts of the body.		
2. Say which parts of the body hurt.		
3. Use tener and estar to describe health problems.		
4. Say where I went on holiday using the verb "ir" in the preterit tense.		
5. Understand advice at a pharmacy.		
6. Discuss leading a healthy lifestyle.		
7. Understand a detailed text which includes the three main tenses.		
8. Recognise the vocabulary of clothes.		
9. Use adjectives to describe clothes.		
 LT 1: To practise reading for gist, selecting information and reusing it appropriately in my answers.		
	LT 2: To understand unknown words using context.	

Unit Review





The big picture:

I will learn to describe what I wear for different occasions and to give opinions about other people's outfits.



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know

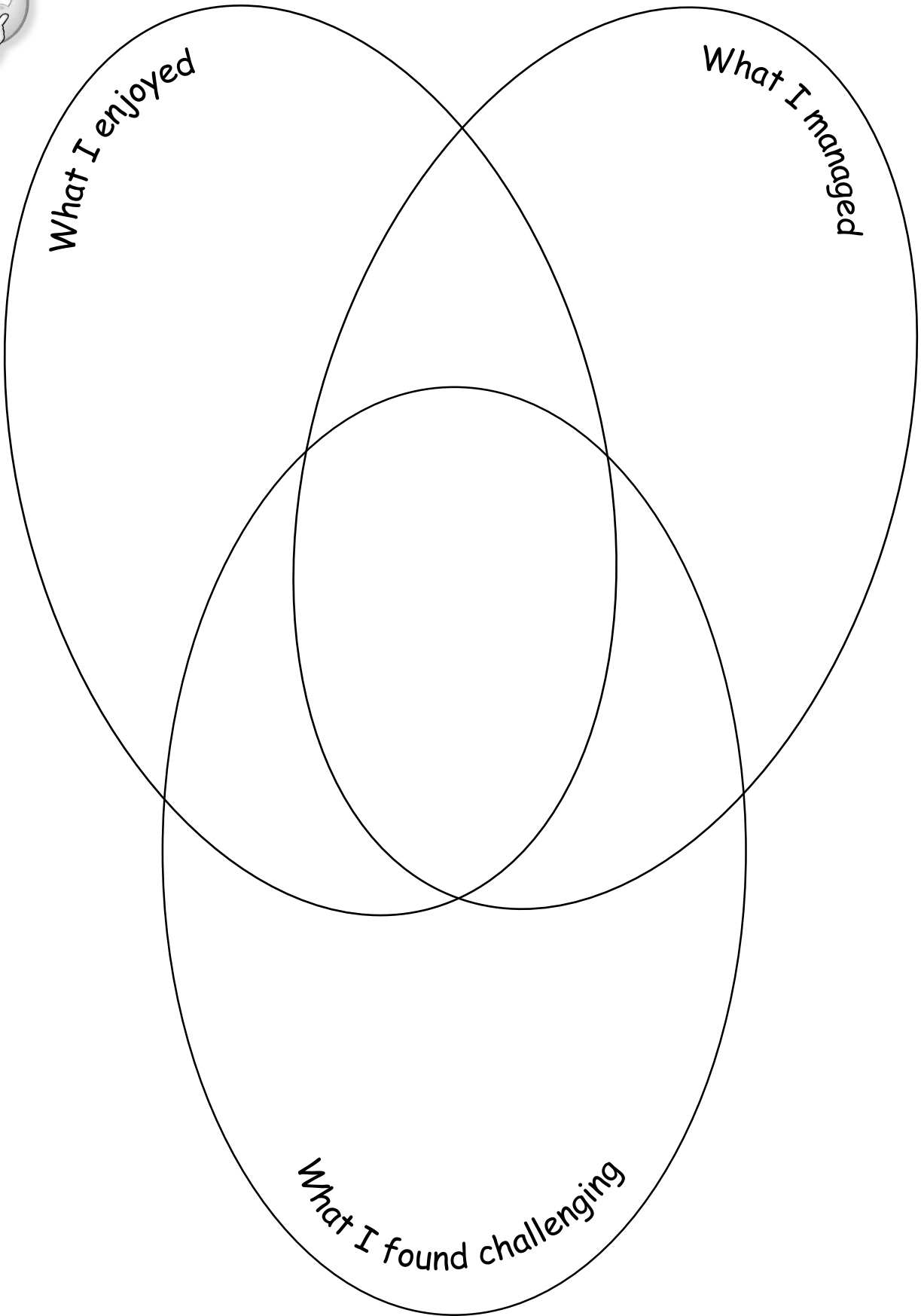
L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Recognise a variety of food vocabulary.		
2. Express and justify opinions about what I like/don't like to eat.		
3. Describe what I and others eat for each meal.		
4. Describe my diet using three tenses.		
5. Buy fruits and vegetables at a market.		
6. Buy different quantities of food in a shop.		
7. Order tapas and drinks in a restaurant.		
8. Describe how often you eat certain food.		
9. Evaluate whether you live a healthy lifestyle.		
10. Understand "La Fallas".		
 LT 1: To support my opinions and views using appropriate arguments.		
	LT 2: To use questioning (in the target language) to find out specific information.	



Unit Review



Unidad 5 - Verano 1

Unit 5 - Summer 1



El Turismo

Health / Shopping



The big picture:

I will learn to combine tenses to describe my holidays.



Assessment:

SPEAKING - To answer a series of questions on the topic of holidays using a variety of tenses.




K - What I **K**now

W - What I **W**ant to know

L - What I **L**earnt

(Not met Partially met Met)

	Me	My partner
1. Describe places of interest in a town.		
2. Know how to form the present tense accurately in Spanish.		
3. Describe holidays using the present tense.		
4. Say where I went on holiday using the verb "ir" in the preterite tense.		
5. Use the preterite tense to say what I and others did on holiday.		
6. Say what I and others are going to do on holiday using the future tense.		
7. Use the conditional tense to describe the holidays of my dreams.		
8. Speak with accurate pronunciation.		
9. Understand how to achieve level 8+ in a speaking assessment.		
10. Speak about my holidays using a variety of tenses and expressing detailed opinions.		
 LT 1: To develop my fluency when delivering answers.		
	LT 2: To extend my range of vocabulary	



Unit Review

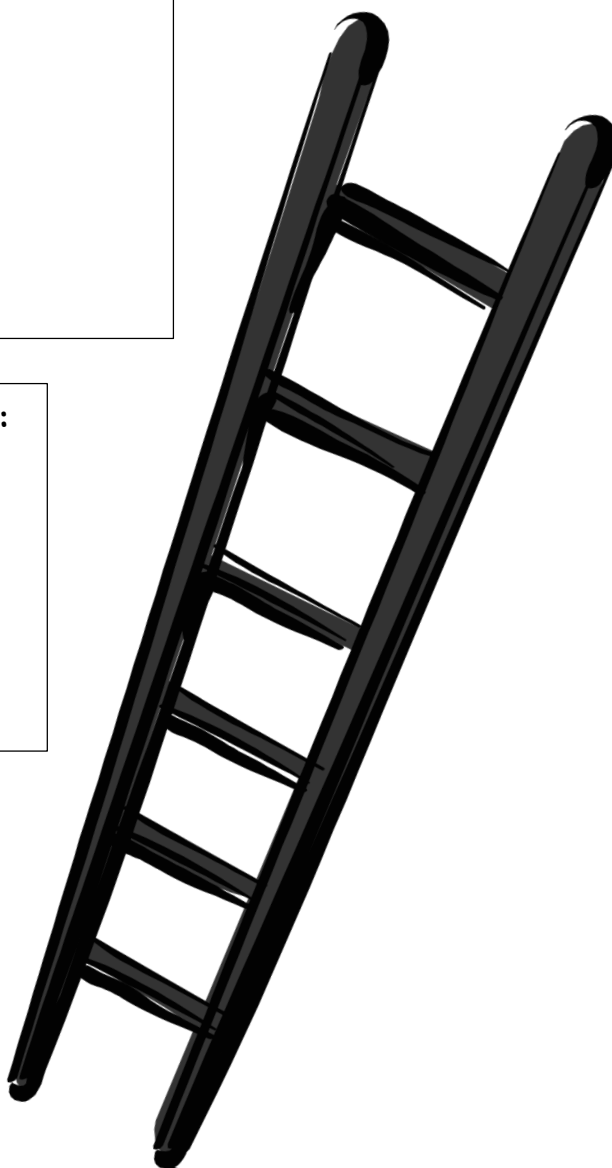
What I want to achieve:

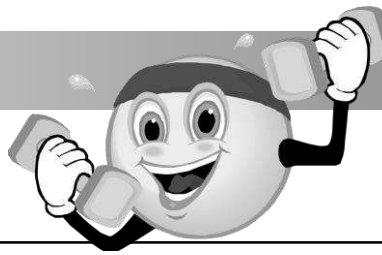


What I achieved:

What I am starting to understand:

What I need to work on:





The big picture:

I will learn to organise meetings with my friends, to say what I plan to do with my friends in the future and what I did with them at the weekend.



Assessment:

Continuous formative assessment.




K - What I **K**now

W - What I **W**ant to know

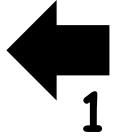
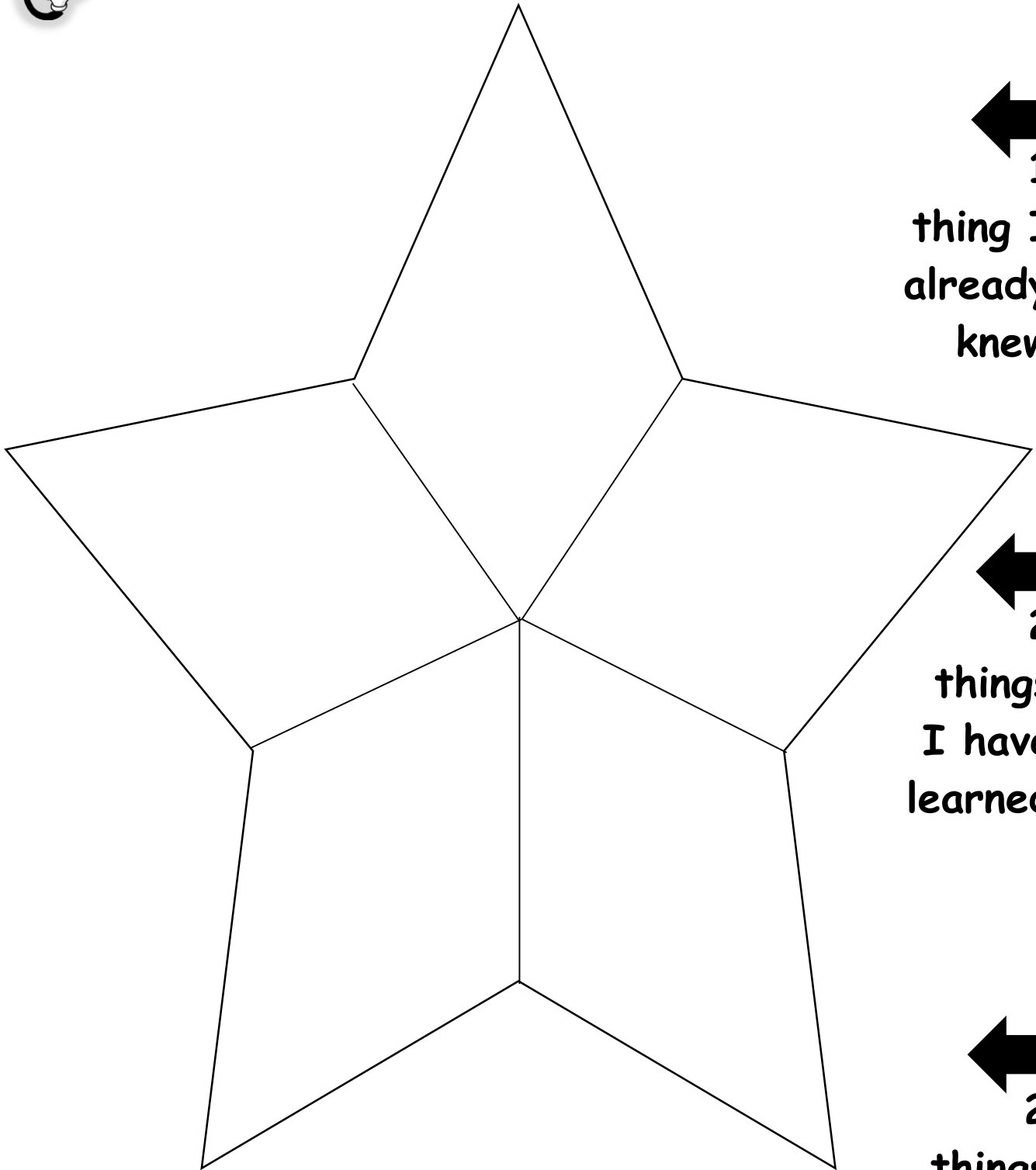
L - What I **L**earnt

(Not met Partially met Met)

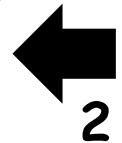
	Me	My partner
1. Understand the format of the GCSE course.		
2. Use the Kerboodle website.		
3. Know vocabulary for food and drink items.		
4. Understand and express opinions about food and drink.		
5. Describe what I eat and drink.		
6. Use adjectives to describe food and drink.		
7. Discuss wellbeing and what can prevent it.		
8. Understand how to use verbs with infinitives.		
9. Evaluate lifestyles and offer advice on how to improve them.		
10. Examine arguments for and against smoking.		
11. Understand descriptions of the consequences of smoking.		
12. Conjugate regular AR verbs.		
13. Know how to discuss drugs and alcohol in Spanish.		
14. Ask and answer questions in written work.		
 LT 1: To improve my reading and listening techniques so that I can confidently tackle GCSE level texts.		
	LT 2: To be able to make comparisons.	



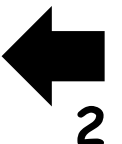
Unit Review



thing I
already
knew



things
I have
learned



things
I would like
to develop

PLTS (Personal Learning and Thinking Skills)

Skill	When?	How?
Independent Enquirer		
Creative Thinker		
Reflective Learner		
Team Worker		
Self-Manager		
Effective Participator		

PLTS (Personal Learning and Thinking Skills)

Skill	When?	How?
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Autumn Term 1 - My Free Time

Skill assessed:



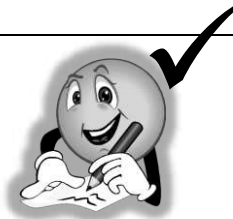
Listening



Reading



Speaking



Writing



Citizenship

Task:

You will **write a text about your free time** including at least:

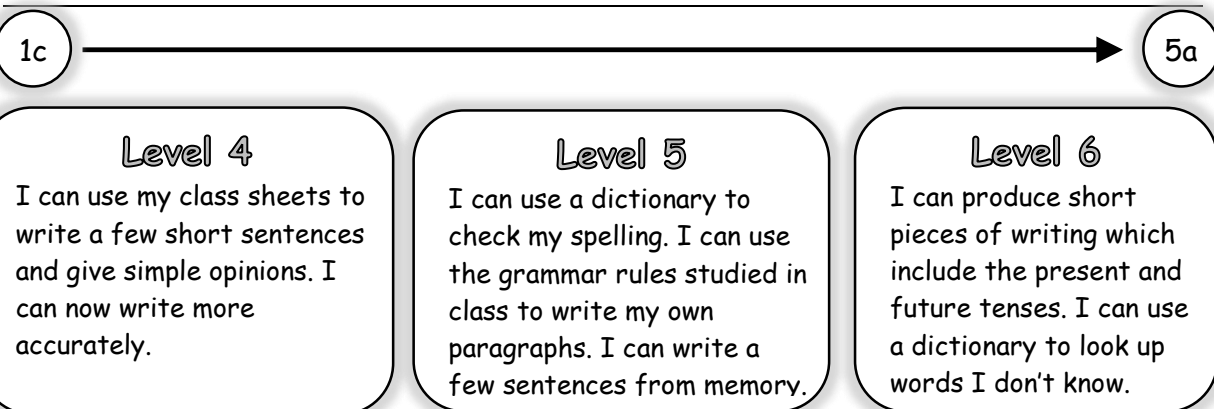
- Sports you do in your free time
- Other hobbies you have
- Your plans for next weekend

You will first produce a draft **using your exercise book and a dictionary** and rewrite it, assessing and improving it. You will then memorise it and rewrite it from memory using only a dictionary and 40 key words (no conjugated verbs).

Success Criteria:

To conjugate the present tense correctly	
To conjugate the future tense correctly	
To use a variety of linking words (and, but, also, etc.)	
To express opinions with reasons	
To include negative sentences	
To use different verb forms (they play, etc.), i.e. talk about other people	
To ask at least 2 questions	
To make references to time and frequency (on Mondays/at the weekend, etc.)	

Level Descriptors:

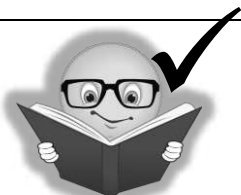


Spring Term 1 - La Comida/La Salud

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

You will read a text on the topic of holiday, healthy living and illness. You will then have to **answer questions in English about the text without a book or dictionary.**

Success Criteria:

Answer in full sentences using appropriate tenses in English.	
Check the spelling of your answers.	
Remember the key vocabulary of holiday, healthy living and illness.	
Find the key points of a detailed text.	
Understand sentences about other people.	
Understand sentences in the past, present, future and conditional.	
Work out the meaning of new words using the context.	
Identify cognates and false cognates.	

Level Descriptors:

1c

8a

Level 6

I can identify the main points and opinions in written texts which include the present and future tenses. I can read authentic materials such as leaflets and magazine articles independently. I can read aloud and use references materials confidently.

Level 7

I can recognise the present, past and future tenses in a range of texts. I can note the main points and specific details. I can use context and my knowledge of grammar confidently to work out the meaning of new language.

Level 8+

I can understand longer texts and recognise people's points of view. I can use the new vocabulary and structures I find in my reading when speaking or writing. I can use reference materials when appropriate to do so.

Summer Term 1 - Tourism

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

Your teacher will give you **6 questions on the topic of holiday and tourism** prior to the assessment. You will have a few lessons to prepare, assess, improve and learn answers for each one of them.

You will be allowed key words with you (no conjugated verbs).

Success Criteria:

To conjugate the present tense correctly.	
To include the past and future tenses (e.g. past holidays, future holiday plans)	
To refer to other people in the three tenses.	
To express opinions with reasons in the three tenses.	
To use appropriate time phrases.	
To speak fluently and confidently.	
To pronounce words accurately.	

Level Descriptors:

1c

6a

Level 5

I can use worksheets, pictures or other clues to take part in simple conversations. I can express my opinions. I can use the grammar rules covered in lessons to construct my own phrases. I can speak with fairly accurate pronunciation.

Level 6

I can give a short prepared presentation which includes opinions. I can take part in conversations, requesting and providing information. I can use the present and future tenses. I can make myself understood, although I sometimes make mistakes.

Level 7

I can give a short prepared talk, express opinions and answer simple questions about it. I can take part in conversations and give detailed responses. I can use the present, past and future tenses and use the grammar rules learned in class to express what I would like to say. I can make myself understood and can speak confidently with good pronunciation.

Level 8

I can also incorporate the conditional tense and have fantastic pronunciation.

Citizenship – Christmas in Spain & the UK

Skill assessed:



Listening



Reading



Speaking



Writing



Citizenship

Task:

You must **research information on the topic of Christmas in Spain** comparing it and contrasting it with Christmas in the UK. You must cover at least the following aspects:

- Important dates
- Religious celebrations
- Traditional food and drinks
- Traditional decorations

You must also include additional information and pictures in your project.

Success Criteria:

Organise my answer in paragraphs and check my spelling.	
Give as much detail as possible.	
Include relevant pictures and comment on them.	
Establish comparisons (similarities / differences) between Spain and the UK	
Express relevant opinions about my findings.	
Use a range of trustworthy sources.	

Level Descriptors:

1c

7a

Level 3

I can investigate issues and find answers to questions using different sources of information. I can discuss and describe some features of different groups or societies.

Level 4

I can explore sources of information to engage with topical and controversial issues. I can develop research questions to explore issues.

Level 5

I can communicate my opinion clearly and give reasons. I can describe ways in which the UK is interconnected with the wider world.

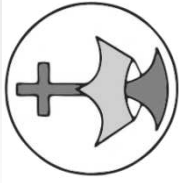
Level 6

I show an understanding of the complexity of identities and diversity in groups and communities.

Level 7

I use a range of research strategies and sources of information with confidence. I question assumptions and my own views as a result of examination of relevant evidence.

Formative Assessment Record Year 9 2014-2015

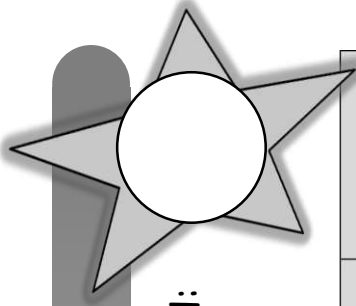


Subject:
Spanish

Key Stage / Year:
KS3 Year 9

Student name:

Target level:



Date	Assessment title	V: Verbal W: Written / T: Teacher S: Teacher P: Peer			Level achieved
		Positives	Targets for improvement		
Autumn 1	WRITING My Free Time				
Spring 1	Reading Health				

Date	Assessment title	Positives	Targets for improvement	Level achieved
Summer 1	SPEAKING La Comida/La Salud			
2014-2015	CITIZENSHIP Christmas in Spain and the UK			

