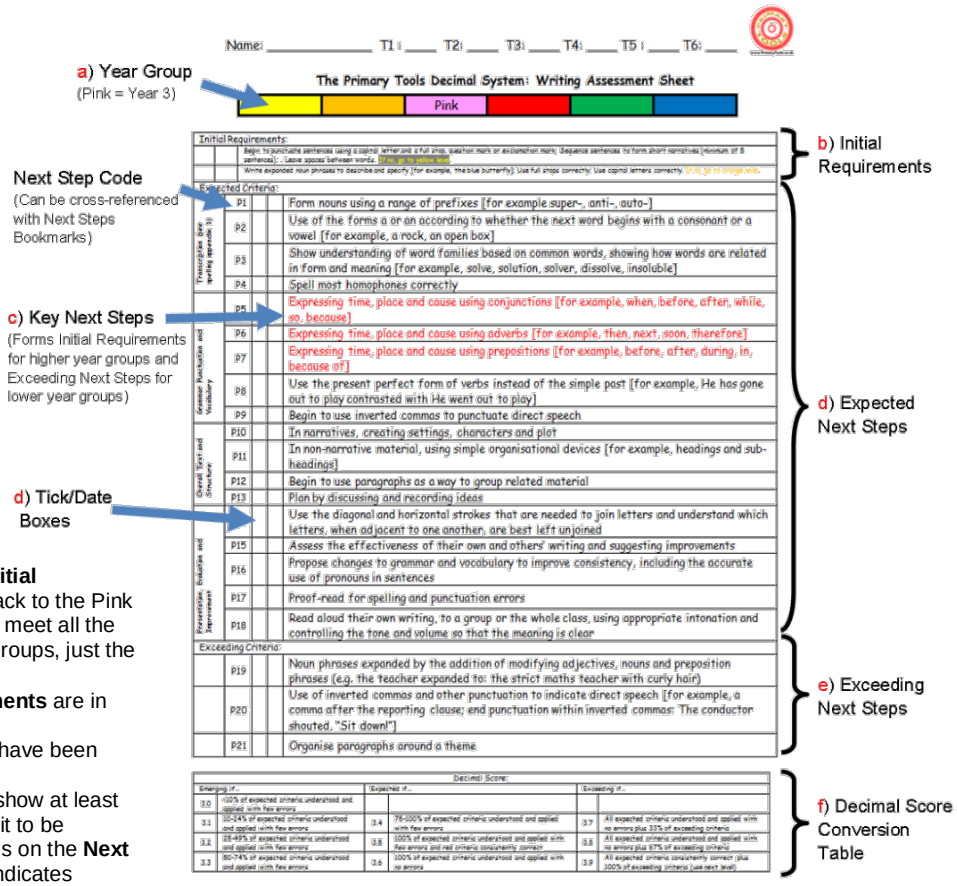
The Primary Tools Decimal System: Writing Assessment Process

The Primary Tools **Decimal Assessment System** has been designed first and foremost with children's needs at heart, integrating the voice of **pupils**, their **peers**, **parents** and **teachers**. Some of the **next steps** (assessment criteria) are taken from the appendices for the **National Curriculum introduced in 2014** and the **Assessment Frameworks**. However most of the **next steps** have been taken directly from the main **National Curriculum for Writing (2014)**. Some amendments have been made to the text to aid clarity, and some **next steps** removed that are not explicitly easy to show evidence for.

For Pupils and Parents:
It aims to inform pupils of the **next steps** needed to progress their writing. It is recommended that these assessment sheets are used alongside the **Next Steps Bookmarks** found on the PrimaryTools.co.uk website.
For Teachers:
The system is also designed to be easily picked up by teachers. Recommended process is detailed below, although the final rules can be decided within your school to meet your needs.
For School Leaders:
The system also creates a Decimal Score that can be used for tracking and informing planning for the needs of your pupils. It is recommended that the free tracking system is used from the PrimaryTools.co.uk website.

The Decimal System Process:



1) Use the correct assessment sheet for the year group (a):
   - Yellow is Year 1, Orange is Year 2 and so on with Blue being Year 6.
2) Check that the **Initial Requirements/Key Next Steps** have been met (b):
   - For example, if a pupil is in Year 3 (Pink Sheet), and they have met the **Initial Requirements** for Year 1 and 2 (Yellow and Orange), then they are ready for the Year 3 Pink Sheet.
   - If the **Initial Requirements** have not been met, then you will need to use the relevant sheet from a lower year group. Once they have met the **Initial Requirements**, they can move back to the Pink Year 3 sheet (they do not need to meet all the other **Next Steps** of earlier year groups, just the **Key Next Steps**).
   - **Key Next Steps/Initial Requirements** are in red font (c).
3) Tick or date the **Expected Next Steps** that have been met (d):
   - As a general rule, the pupil must show at least 80% confidence ("few errors") for it to be ticked/dated although this depends on the **Next Step** itself. For guidance, 'Most' indicates generally correct with occasional errors, 'Some' indicates occasionally correct.
   - **Key Next Steps** (in red font) should be almost 100% consistently met to be ticked/dated.
   - **Key Next Steps** (in red font) should also be the first **Next Steps** set for a pupil as they form the **Initial Requirements** for higher year groups.
   - **Next Steps** underlined and in bold are found in the **Interim Assessment Framework**
4) **Exceeding Next Steps** (e):
   - If all **Expected Next Steps** have been consistently met with no errors, then use the **Exceeding Next Steps**. The **Exceeding Next Steps** are the same as the **Key Next Steps** for the next year group.
5) Turn the number of steps met into a decimal score (f):
   - The first number represents the year group, with the second number showing the finer stage within that year group.
   - For example: A score of 3.0 to 3.3 shows the pupil is Emerging against the Year 3 Expectations. 3.4 to 3.6 shows the pupil is Expected against the Year 3 Expectations. 3.7 and higher means they are Exceeding.
   - Generally speaking, a pupil should not be moved to a higher year group's sheet, but should deepen, broaden and apply their knowledge in varying ways.
   - This can then be input into the tracking system freely available from the PrimaryTools.co.uk website.

Sample Version
Full Version is Editable in MS Word 2010+

Editing Notes: When opening this document in MS Word 2010 or later, parts of this document are protected for copyright reasons. This is mainly the first page and headers/footers. The rest of the document is editable. Editable sections may be highlighted in a cream colour. To turn off this highlighting so you have a cleaner look of the pages for when they will printed, go to 'Review' (on the ribbon), 'Restrict Editing' and then uncheck the box that says 'Highlight the regions I can edit' (this is usually on the right-hand side of the screen).

Name: _____ T1 : ____ T2: ____ T3: ____ T4: ____ T5 : ____ T6: ____

The Primary Tools Decimal System: Writing Assessment Sheet

Pink

Initial Requirements:				
				Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; sequence sentences to form short narratives (minimum of 5 sentences); leave spaces between words. If no, go to Yellow level.
				Write expanded noun phrases to describe and specify [for example, the blue butterfly]; mostly use full stops correctly; mostly use capital letters correctly. If no, go to orange level.
Expected Next Steps:				
Transcription (see spelling appendix 1)	P1			Form nouns using a range of prefixes [for example super-, anti-, auto-]
	P2			Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
	P3			Show understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
	P4			Spell most homophones correctly
Grammar Punctuation and Vocabulary	P5			Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
	P6			Express time, place and cause using adverbs [for example, then, next, soon, therefore]
	P7			Express time, place and cause using prepositions [for example, before, after, during, in, because of]
	P8			Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
	P9			Some use of inverted commas to punctuate direct speech
Overall Text and Structure	P10			In narratives, create settings, characters and plot
	P11			In non-narrative material, use simple organisational devices [for example, headings and sub-headings]
	P12			Begin to use paragraphs as a way to group related material
	P13			Plan by discussing and recording ideas
Presentation, Evaluation and Improvement	P14			Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	P15			Assess the effectiveness of their own and others' writing and suggesting improvements
	P16			Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	P17			Proof-read for spelling and punctuation errors
	P18			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Exceeding Next Steps:				
	P19			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	P20			**Mostly use inverted commas** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	P21			Organise paragraphs around a theme

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Decimal Score:					
Emerging if…		Expected if…		Exceeding if…	
3.0	<10% of expected steps understood and applied with few errors				
3.1	10-24% of expected steps understood and applied with few errors	3.4	75-100% of expected steps understood and applied with few errors	3.7	All expected steps understood and applied with no errors plus 33% of exceeding steps
3.2	25-49% of expected steps understood and applied with few errors	3.5	100% of expected steps understood and applied with few errors and key red steps consistently correct	3.8	All expected steps understood and applied with no errors plus 67% of exceeding steps
3.3	50-74% of expected steps understood and applied with few errors	3.6	100% of expected steps understood and applied with no errors	3.9	All expected steps consistently correct plus 100% of exceeding steps (use next level)

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