



Title:	School Policy on Assessment and Reporting 2018-19
Date of Last Review:	April 2018
Status:	Recommended
Committee:	Curriculum
Staff Lead:	Mr K Vora & Ms K Naylor
Governor Lead:	
Review Process:	As per new Assessment framework requirements on schools
Location:	Website
Date of Next Review:	October 2018

This policy must be used in conjunction with the [Go4Schools user guide](#)

Please follow the link to access the [Curriculum leader's guide](#)

You can also find a guide to use the seating plan by following this [link](#)



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Introduction

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through observation of student behaviour when carrying out tasks, tests, examinations, etc.

The aims of assessment are:

For students to

- understand their strengths and weaknesses in learning
- **understand what they should try to achieve next, and how best they might do this**
- improve their learning based on feedback from teachers and other assessors

For teachers and schools to

- diagnose the strengths and weaknesses in the learning of their students
- provide quality **feedback and specific advice to students so that they know how to improve their learning**
- review and **improve** their learning objectives / expectations of students, curriculum design and content, strategies and activities so that they are better suited to the needs and abilities of their students to enhance learning and teaching effectiveness

For parents to

- understand the strengths and weaknesses of their children
- consider how to help their children to improve their learning
- have reasonable expectations on their children

For the DFE and external bodies to

- evaluate the standard of students in specific areas
- rank and select students for admission purpose

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. Every member of the teaching staff also, of course, contributes to the achievement of whole school targets.



Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences: in pupil reports to parents; to pupils themselves; to Heads of Faculty/Department, Heads of House and Senior Leadership for tracking and monitoring purposes and to the Local Authority and the DfE.

Regular, effective assessment is a key requirement in ensuring students' success and the accuracy of predicted outcomes across the curriculum and at every key stage and level. The timeliness, accuracy, frequency and robustness of assessments made, is crucial.

This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving pupils forward, and also providing robust assessment information which informs tracking and monitoring at every level.

On 1st September 2014, the statutory use of National Curriculum levels to assess students at KS3 was discontinued. Schools are being encouraged to instead adopt an assessment system that targets key concepts and areas of knowledge which should be taught in far more depth. In response to the change, we introduced the Lister Lower School Baccalaureate in 2016-17. A lot of work went towards introducing the new system including writing and standardising and moderating the assessments.

During the academic year 2017-18, a review of the assessment framework was carried out. A systematic redesign of the framework was designed to built in simplicity and consistency between the Lower School and Upper School. The proposed changes were based on extensive consultation involving Lister staff and students. This policy reflects these changes, in particular, in the Lower school framework.

All classroom based teachers are expected to engage in the moderation and standardisation process with colleagues in their faculty prior to submitting the grades. It is an expectation that teachers **MUST** submit the grades by the data deadline to allow for a timely intervention. The school uses [Go4Schools](#) as our assessment portal and [4Matrix](#) for detailed analysis of student progress.



Target Setting For Pupils' Missing KS2 Data

(missing target grade/level, and midphase entrants without prior data)

Tests that are used to assess pupils and generate current working levels:

- [Progress test series](#) in English, maths and science to generate a baseline level and review progress at the end of Lister Lower school baccalaureate
- Teacher assessment used to review progress and adjust target (upwards) at the beginning of every academic year
- [Renaissance Learning's Accelerated Reader](#) (reading age) and [STAR Early Literacy](#) (for emerging readers)

We will then project forward using the Attainment 8 estimates to generate a Lister target grade.

Pupils with EAL will be jointly assessed with the Head of EAL. Once language acquisition has improved they will undergo another round of assessments to more accurately gauge a working level, and therefore generate a more accurate target.

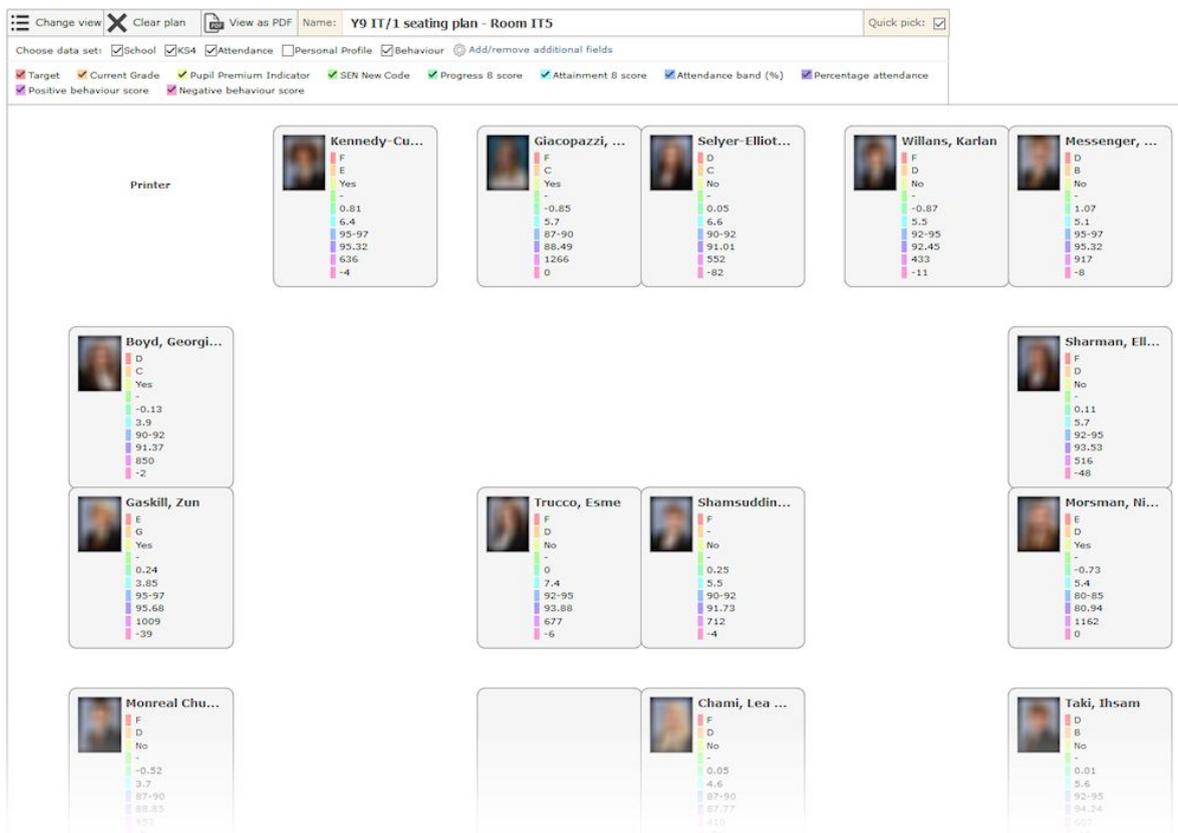
Parental access to Go4Schools

Parents are able to view, track and monitor their child's progress via Go4Schools. They are given a personalised login which allows them access to their child's profile. After every data collection point, data is published. Parents with registered accounts receive an email informing them of the latest summative report available to view on Go4Schools.

Seating Plans and Key Groups

The aims of the seating plan:

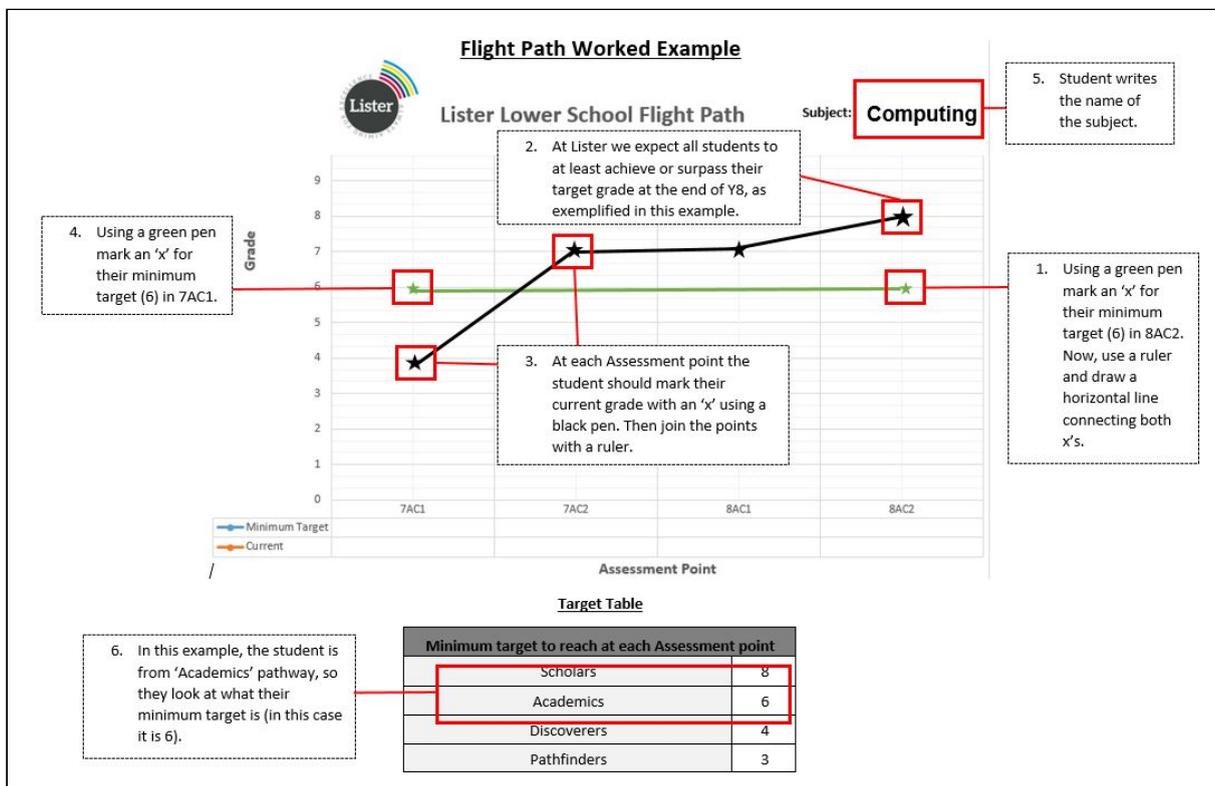
- To ensure teachers are familiar with their class and the data (current grades and target grades) to devise the best possible learning environment.
- To enable teachers to identify which students are most at risk of not achieving their target grade.
- To ensure teachers are seating students for a particular educational rationale which will help them make outstanding rates of progress.
- To highlight which students teachers are putting in place interventions for.
- To highlight which students are part of a school target group.



- **SEND**
- **Pupil premium**
- **Scholars**
- **Upper and Lower attainment band**
- **White and Black Caribbean and Black Somali**
- **White British**
- **A List students**
- **Bangladeshi and Pakistani**

Flight paths

Flight paths for every subject will be added to the student planner. An exemplar of a flight path can be found below. This is a working page and students are expected to update their flight path after every assessment cycle. The flight path is a good indicator of the progress made by the student in respect to their Lister target grade. As research suggests, progress made by students is not always linear in nature. However, it is an expectation that students progress is on average in line with their flight path to ensure that they are on target to achieve their Lower school and end of GCSE target grade. The assessment cycles will allow students to reflect on the progress they are making with respect to the above stated targets.



Assessment Cycle

- A significant difference from previous years is the reduction of data collection points. This is to ensure that the summative assessments are designed to test students over a larger domain of content under standardised conditions. The assessments are designed in line with GCSE style to allow students to familiarise with the public examinations.
- The data collection points have been populated in the school monitoring calendar and the school diary.
- Moderation/standardisation must take place during the faculty meeting prior to the assessment deadline.
- HoF/HoS are expected to meet every member of their team to discuss the achievement of pupils' after every data collection point.
- HoF/HoS/HoH will be required to study, understand and analyse their data to devise strategies for addressing any underachievement. This will form basis for the Achievement meetings. The data sheets will be stored in the [Progress Analysis Core Docs](#) folder after every assessment cycle. A google form is shared with the HoF/HoS/HoH after every data collection point to submit a detailed analysis and list of strategies to make the outcomes outstanding in the areas they are responsible for.

Data Collection Point Deadlines

	AC1	AC2	AC3	Parents' Evening
Year 7	Assessment Fortnight: <ul style="list-style-type: none"> Monday 17th to Friday 21st December Monday 7th to 11th January AC1 deadline: Thursday 24th January	Assessment Fortnight: <ul style="list-style-type: none"> Monday 10th to Friday 21st June AC2 deadline: Thursday 4th July		Wednesday 1st May (4.00pm to 7.00pm)
Year 8	Assessment Fortnight: <ul style="list-style-type: none"> Monday 17th to Friday 21st December Monday 7th to 11th January AC1 deadline: Thursday 24th January	Assessment Fortnight: <ul style="list-style-type: none"> Monday 10th to Friday 21st June AC2 deadline: Thursday 4th July (Progress Test Series) <ul style="list-style-type: none"> - Eng, Maths & Sci (In Hall) - Other subjects (Venues tbc) 		Wednesday 30th January (4.00pm to 7.00pm)
Year 9	Assessment Fortnight: <ul style="list-style-type: none"> Monday 17th to Friday 21st December Monday 7th to 11th January AC1 deadline: Thursday 24th January	Assessment Fortnight: <ul style="list-style-type: none"> Monday 10th to Friday 21st June AC2 deadline: Thursday 4th July		Wednesday 3rd April (4.00pm to 7.00pm)
Year 10	AC1 deadline: Thursday 8th November	PPE Exams: Monday 4th to Friday 15th February AC2 deadline: Tuesday 5th March (TLC on Friday 8th March)	AC3 deadline: Thursday 13th June	Wednesday 20th March (4.00pm to 7.00pm)
Year 11	PPE Exams: Monday 12th to Friday 30th November AC1 deadline: Thursday 13th December	AC2 deadline: Thursday 7th February	AC3 deadline: Thursday 28th March	Wednesday 19th December (4.00pm to 7.00pm)



Reporting and Parents Evening

The aims of reporting:

- Reports should be clear and meaningful for parents and students
- Reports ([Appendix A](#)) should provide parents and carers with an accurate picture about pupils' achievements and progress, in clear and accessible language.
- Reports should reflect attainment and achievement within the framework of Lister assessment policy and in line with the new National curriculum.
- Reports should be based on evidence from formative assessment and recording.
- Reports should be manageable for teachers to produce.
- Reports should have a positive effect on pupils' attitudes and motivation ([Appendix B](#)).
- Reports should support pupils' learning by setting targets.
- The reporting process should provide opportunities for pupil involvement.
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support.

Direct contact between staff and parents:

- **Feedback from Tutor Learning Conversations** – further information on next page
- **Year 7 tutor meeting** - One evening in October, to discuss pastoral issues and to set academic targets for the year.
- **Parents' Evenings** – One evening for each year group, throughout the school year, for parents/carers to meet with classroom teachers and discuss progress, attainment, effort and attitude to learning (dates can be found on page 9).

Tutor Learning Conversation

The aim of the Tutor Learning Conversation is to bring students, tutors and parents together to discuss and review the progress made by the student. This is also an opportunity for parents to understand the curriculum offer and discuss the overall participation of their son/daughter in the extensive extra-curricular activities on offer. The model will work as follows:

Date	Purpose
TLC 1 (Y8-Y11) - Wednesday 05.09.18	<ul style="list-style-type: none"> ● Review the targets from TLC 2017-18 ● Set targets for the academic year 2018-19 by reviewing the academic achievement. Use the SMART target model
TLC 1 (Y7) Wednesday 03.10.18	<ul style="list-style-type: none"> ● Set targets for the academic year 2018-19. Use the SMART target model
TLC 2 - Friday 08.03.19	<ul style="list-style-type: none"> ● Normal timetable will be collapsed to run an Academic review day as follows: <ul style="list-style-type: none"> ○ Curriculum information sessions running at 2-3 times in the Assembly Hall; ○ Students set appointments for a meeting with tutors; ○ Year 11 to spend the morning in Study Skills / PSHE / Careers /, supervised by available HOFs, Lead Practitioners, Non-Tutors (1st year Teach First), HLTAs and SLT, and to stay at school for lunch; ○ All students to have a time to meet with tutors - 15 minutes per appointment EXCEPT FOR YEAR 11; ○ All Year 11 to have a longer interview (20 minutes) in the afternoon; ○ Students to make a quality presentation on their targets and the Character Award
TLC 3 - TBC (Sept 2019)	<ul style="list-style-type: none"> ● Review the targets from TLC 2018-19 ● Set targets for the academic year 2019-20 by reviewing the academic achievement. Use the SMART target model

Reporting of TLC targets



Upper School Assessment system

Target Setting

Targets will be generated from KS2 sub-levels/scaled score. Student targets are set using the Lister 4 levels of progress model (See [Appendix C](#) & [Appendix D](#))

At Lister, we aim to continue to build on our impressive results from previous years. The school's Progress 8 target for the forthcoming academic years is:

- Year 11 (cohort 2018-19) : 0.60
- Year 10 (cohort 2019-20) : 0.65

The average of student's KS2 Maths and English Reading score from Year 6 SATS is used to set the baseline score. This baseline score is then cross-referenced against the matrix in [Appendix C](#) and [Appendix D](#) to set the end of GCSE target. The targets are reviewed at the end of Lower school and adjustments are only made where there is sufficient evidence for the target to be adjusted upwards.

For simplicity we will use 4 levels (legacy specification) and adjusted attainment 8 estimates (new GCSEs) as the basis for our target setting for all students. Whole school, individual student and departmental target setting will be carried out using the new methodology to achieve the target Progress 8 score. They will take into account both 4 levels of progress and adjusted attainment 8 estimates, and will be agreed between the HoF and the Headteacher.

Staff appraisal will include targets relating to pupil progress, but will take into account the fact that individual student targets are aspirational. Student progress will be measured for the academic year they teach the group and not from the KS2 result.



Upper School A list

Key Dates

Date	Action by HoH with tutor, where possible
w.b. 03/09/18	Compile A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention).
w.b. 19/11/18	Catch-up sessions with Year 10 pupils on the A list (AC1 deadline - 8.11)
w.b. 26/11/18	Review the A list for Year 10 pupils Possible amendment of the list if pupils Progress 8 score is not anymore in the bottom five of their house
w.b. 07/01/19	Catch-up sessions with pupils on the Year 11 A list
w.b. 14/01/19	Review the Year 11 A list Possible amendment of the list if pupils Progress 8 score is not anymore in the bottom five of their house
w.b. 04/02/19	Catch-up sessions with Year 9 pupils on the A list
w.b. 11/02/19	Review the Year 9 A list Possible amendment of the list if pupils Progress 8 score are not anymore in the bottom five of their house
w.b. 11/03/19	Catch-up sessions with pupils on the Year 10 A list
w.b. 18/03/19	Review the Year 10 A list Possible amendment of the list if pupils Progress 8 score are not anymore in the bottom five of their house
w.b. 22/04/19	Catch-up sessions with Year 11 pupils on the A list
w.b. 29/04/19	Review the A list for Year 11 pupils Possible amendment of the list if pupils Progress 8 score are not anymore in the bottom five of their house
w.b. 08/07/19	Catch-up sessions with pupils on the Year 10 and 9 A list
w.b. 15/07/19	New A list to be published for Academic year 2019-20

Lower School A list

Key Dates

Date	Action by HoH with tutor, where possible
w.b. 03/09/18	Compile A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention).
w.b. 28/01/19	Based on AC1 data compile Y7 A list and complete the tracking document (organise initial meeting with pupils on the A list, follow up with parents to inform them of the intervention).
w.b. 28/01/19	Catch-up sessions with Year 8 pupils on the A list
w.b.08/03/19	Year 8 TLC parent meetings (HoH to meet parents/carers of students on the A list)
w.b. 01/04/19	Catch-up sessions with Year 7 pupils on the A list
w.b. 20/05/19	Catch-up sessions with Year 7 and 8 pupils on the A list
w.b. 09/07/19	Review the Year 7 and 8 A list based on AC3 results. Possible amendment of the list if pupils residuals are not anymore in the bottom three of their house
w.b. 15/07/19	New A list to be published for Academic year 2019-20

Selection of A list

When choosing pupils to place on the A list, the following factors should be considered:

- 3 pupils should be chosen per year, per house.
- For US, they should have the lowest Progress 8 score in the year group. For LS, they should have the lowest residual.
- They may be receiving interventions from Inclusion, the behaviour or attendance teams.
- They may be from any of the attainment bands.
- Please indicate whether they are one of the school's key groups (Pupil Premium, SEN, Low Attainment, Black Somali, White and Black Caribbean, Bangladeshi and Pakistani).



Placing pupils on the A list

When pupils are first placed on the A list:

- HoH/tutor meets with them individually and explain why they have been selected for the A list.
- Complete an achievement review, by going through their current and target grades on G4S/4Matrix.
- Contact parents to inform them the reason behind the selection of their child for the A list.
- If necessary place on progress report.

Monitoring the A list

Staff will be putting classroom interventions in place, and logging these in G4S. HoH/tutors will need to check this has been completed for all subjects.

Reviewing the A list

The A list is to be reviewed on the set dates in the monitoring calendar. Each time there is a review the relevant Google 'A list tracking' document is to be completed. You will need to discuss which of the classroom interventions have been most effective for them, and feed this back to their teachers.

When to remove pupils from the A list:

- When their Progress 8 score/residual has risen and they are no longer in the bottom 5 of the year group within their house.
- This will need to be communicated to staff and their parents.

If targeted pupils still have one of the lowest Progress 8 score/residual:

- A further meeting with the parents will need to take place to discuss the interventions staff had in place and what their impact has been. The outcomes of this meeting should be noted in the Google 'A list tracking' document.
- An achievement review needs to be carried out with the pupil and noted in the tracking document.



- If the pupil needs to be referred on to a whole school intervention this needs to be noted.
- If the pupil does not require a whole school intervention then they should be kept on the A list for another term.



Lower School Assessment System

Target Setting

Students in Yr 7 and 8 will have targets set based on:

- Average of Maths and English reading K2 SATs data
- Baseline External Progress Test Series in English, Maths and Science sat early in Yr 7

Lower School levels

Target grades will be on a scale of 1 to 9, with 9 being the highest, a student's target grade will be the same across all subjects. Students who are achieving the same level in Yr 8 as they did in Year 7 are on track for the same grade in GCSE.

The level a student receives after each assessment cycle shows the level they are currently achieving.

In Lower School all summative grading will use the Lower School Level level for that year, which means that

- A student achieving a 9 is performing at the highest level that could be expected from a student in that year group
- A student achieving a 6 is performing at a level which means they are on track for a Grade 6 at GCSE

Subjects will develop **Lister level ladders** to identify the key assessment criteria for each level in each year. ([Appendix E](#))

<i>Target setting</i>			LOWER SCHOOL	
			LOWER SCHOOL LEVELS	
KS2 SCALED SCORE			END OF YR 7	END OF YR 8
110-120	Scholars Band (c15% of cohort)	Target Grades	8/9	8/9
		Minimum Target Grade	7	7
		Expected Average Grade	7.5	7.5
107- 96	Academics Upper Band (c50% of cohort)	Target Grades	6/7	6/7
		Minimum Target Grade	5	5
		Expected Average Grade	5.5	5.5
95- 86	Academics Lower Band (c20% of	Target Grades	5/6	5/6



	cohort)	Minimum Target Grade	4	4
		Expected Average Grade	4.5	4.5
85 and below	Discoverers Band (c5-10% of cohort)	Target Grade	4	4
		Expected Average Grade	3.5	3.5
Lowest SATS scores	Pathfinders	Individualised targets set by Learning Support Department		

Specialist Curriculum

Specialist subjects will have target grades set in the same way as other subjects. They will be assessed twice during the year, at the end of Assessment cycle 2 and Assessment cycle 4. These tests will be summative, using the skills as for the mainstream versions of that subject. Where other skills are being developed - eg: written content for PE - subjects should develop additional criteria as they do for mainstream versions. In this model there is no formative assessment on G4S.

Students working within Learning Support

For students working outside the mainstream curriculum within Learning Support, a separate system will operate. This will involve the use of p-levels and a separate reporting system. They will be disapplied from the G4S reporting system.

Appendices

Appendix A

Subject	Year 7 Baseline grade	Lister 4L Target	Current Grade	Year 11 residual scheme	PPG	Effort
Combined Science	5b	8/8	4/4	-8	7/6	Excellent
English Language	5a	8	3+	-4.67	4	Good
English Literature	5b	8	5-	-3.33	5	Good
French	5b	8	2-	-6.33	2-	Disappointing
Geography	5b	8	3	-5	4+	Disappointing
ICT	5b	A	B+	-0.67	A	Good
Mathematics	5b	8	4+	-3.67	5	Disappointing
Religious Studies	5b	8	4	-4	4	Good

Target Status

Residuals: Grade

Subject	Residual
Combined Science	-8
English Language	-4.67
English Literature	-3.33
French	-6.33
Geography	-5
ICT	-0.67
Mathematics	-3.67
Religious Studies	-4

Attendance Information			Behaviour Information	
Percentage attendance:	99.19%		Positive points:	123
Attendance:	246		Negative points:	-68
Authorised absences:	0			
Unauthorised absences:	2			
Possible sessions:	248			

Report Key

PPG Professional predicted grade is a grade the student is likely to achieve at the end of KS4 based on the current rate of progress.

Effort
 Excellent
 Good
 Disappointing
 Unacceptable

Target Indicators

Well below target (7) Below target On target (1) Above target

Reports summary

Subject	20 Oct 2017	05 Dec 2017	05 Feb 2018	Current report
Combined Science	5/5	4/3	3/3	4/4
English Language	3-	3-	3	3+
English Literature	4-	5	5	5-
French	1+	1	1+	2-
Geography	3-	3	3-	3
ICT	C-	B	C-	B+
Mathematics	6-	4+	5-	4+
Religious Studies	2-	4	4	4

	20 Oct 2017	05 Dec 2017	05 Feb 2018	Current report
Attendance	100.00%	100.00%	98.39%	99.19%

Appendix B

 <h1>Lister Effort Descriptors</h1> <p><i>Always aiming for excellence</i></p>	
<h3>A student making Excellent effort...</h3>	
<p>Committed to getting the most out of all learning opportunities available.</p>	<ul style="list-style-type: none"> Actively participates in the lesson at all times, and is fully engaged. Actively seeks feedback on how to improve the quality of their work. Shows great resilience, and perseveres with all challenges, even when they are difficult. Manages their time and work efficiently, and is highly self-disciplined actively choosing harder tasks to help them achieve their goals. Uses their initiative in a range of situations, and doesn't always have to be told what to do. Consistently makes an Excellent level of effort, working above and beyond expectations.
<h3>A student making Good effort...</h3>	
<p>Responsible and hardworking and tries their best all of the time.</p>	<ul style="list-style-type: none"> Shows a good interest in learning and is attentive and focused. Responds well to feedback and targets and completes work to the expected standard. Shows resilience and is willing to persevere when things are difficult. Takes responsibility for their work and is well organised. Willingly does all that is asked of them, and sometimes more. Consistently makes a Good level of effort.
<h3>A student making Disappointing effort...</h3>	
<p>Completes most work but fails to challenge themselves to make the most of all learning opportunities.</p>	<ul style="list-style-type: none"> Classwork and homework is usually complete but sometimes shows little genuine learning and a lack of pride and care in work. Often participates in lessons and is generally focused and well behaved. May not try hard enough to improve work after feedback. Shows some resilience but might give up when things get difficult. Does the minimum that is asked of them. Might make a good level of effort in some lessons but this is not consistent.
<h3>A student making Unacceptable effort...</h3>	
<p>Needs support or intervention to become a more responsible learner.</p>	<ul style="list-style-type: none"> Makes little effort to be involved in the lesson and may disrupt the learning of others. Fails to act on feedback provided and as a result may not make much progress. Is not interested in being challenged and will give up without really trying. Spends an inadequate amount of time on tasks and takes little pride in their work. Takes little or no responsibility for their own learning or behaviour.

Appendix C

KS2 APS	Sublevels	Y11 target grade (legacy)	Y11 target grade (new)
1.0 - 1.33	1c	E	G1
1.34 - 1.67	1b	E	G2
1.68 - 1.99	1a	E	G2
2.0 - 2.33	2c	D	G3
2.34 - 2.67	2b	D	G3
2.68 - 2.99	2a	D	G4
3.0 - 3.33	3c	C	G4 (standard pass)
3.34 - 3.67	3b	C	G5
3.68 - 3.99	3a	C	G5 (strong pass)
4.0 - 4.33	4c	B	G6
4.34 - 4.67	4b	B	G6
4.68 - 4.99	4a	A	G7
5.0 - 5.33	5c	A	G8
5.34 - 5.67	5b	A	G8
5.68 - 5.99	5a	A*	G9

Appendix D

KS2 SCALED SCORE	OLD NC LEVELS	EQUIVALENT IN 'G' GRADES		END OF GCSE TARGET GRADE
120	6a	4+	More Able - aim for Scholar status	9
119	6b	4		8
118	6c	4-		8
115-117	5a	3+		7
110-114	5b	3		7
106-109	5c	3-		6
103-105	4a	2+		5
98-102	4b	2		5
94-97	4c	2-		4
89-93	3a	1+		4
86-88	3b	1		4
84-85	3c	1-		3
83	2a	P+		2
81-82	2b	P		1
80	2c	P-		1
BELOW	<1a		LSD	2/1

Appendix E

YEAR 7

Accurate paragraph: self and others

Connectives

Opinions Infinitive constructions

Reasons Conjunctions

Negatives Intensifiers

8

A paragraph: self and others Negatives

Connectives Infinitive constructions

Opinions Conjunctions

Reasons Intensifiers

A longer paragraph: self and others

Connectives Negatives

Opinions Infinitive constructions

Reasons Conjunctions

7

A short paragraph: self and others

Two connectives Negatives

Opinions Infinitive constructions

A reason

Five or more sentences about me

Someone else

A connective

An opinion

6

Four or five sentences about me

A connective

Two or three sentences about me

5

One or two sentences about me

Five or more sentences about me

Someone else

A connective

An opinion

4

Four or five sentences about me

A connective

Two or three sentences about me

3

One or two sentences about me

Two or three sentences about me

2

One or two sentences about me

Two or three sentences about me

1

One or two sentences about me

Two or three sentences about me

1

One or two sentences about me

Writing and speaking

checklist