Central South Consortium
Consortiwm Canolbarth y De
Joint Education Service
Gwasanaeth Addysg ar y Cyd

EAS
Education Achievement Service
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Gwasanaeth Cyflawni Addysg
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ERW
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Education through Regional Working
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GwE
Tuag at Ragoriaeth
Towards Excellence

Teacher assessment

Key stages 2 and 3

Welsh Second Language: learner profile

Level 4

Foreword

This profile is intended to help teachers see the type of evidence that can be used to take to a cluster meeting, in order to support the best-fit judgements made. It also clearly demonstrates that the evidence predominantly lies in a pupil's book and hence is what is already available to the teacher.

The profile also includes a detailed commentary which provides clarity on why the best-fit judgment was awarded. There is no suggestion or expectation that a learner profile is produced for every pupil in the cohort or that teachers write such an extensive commentary.

Llafar



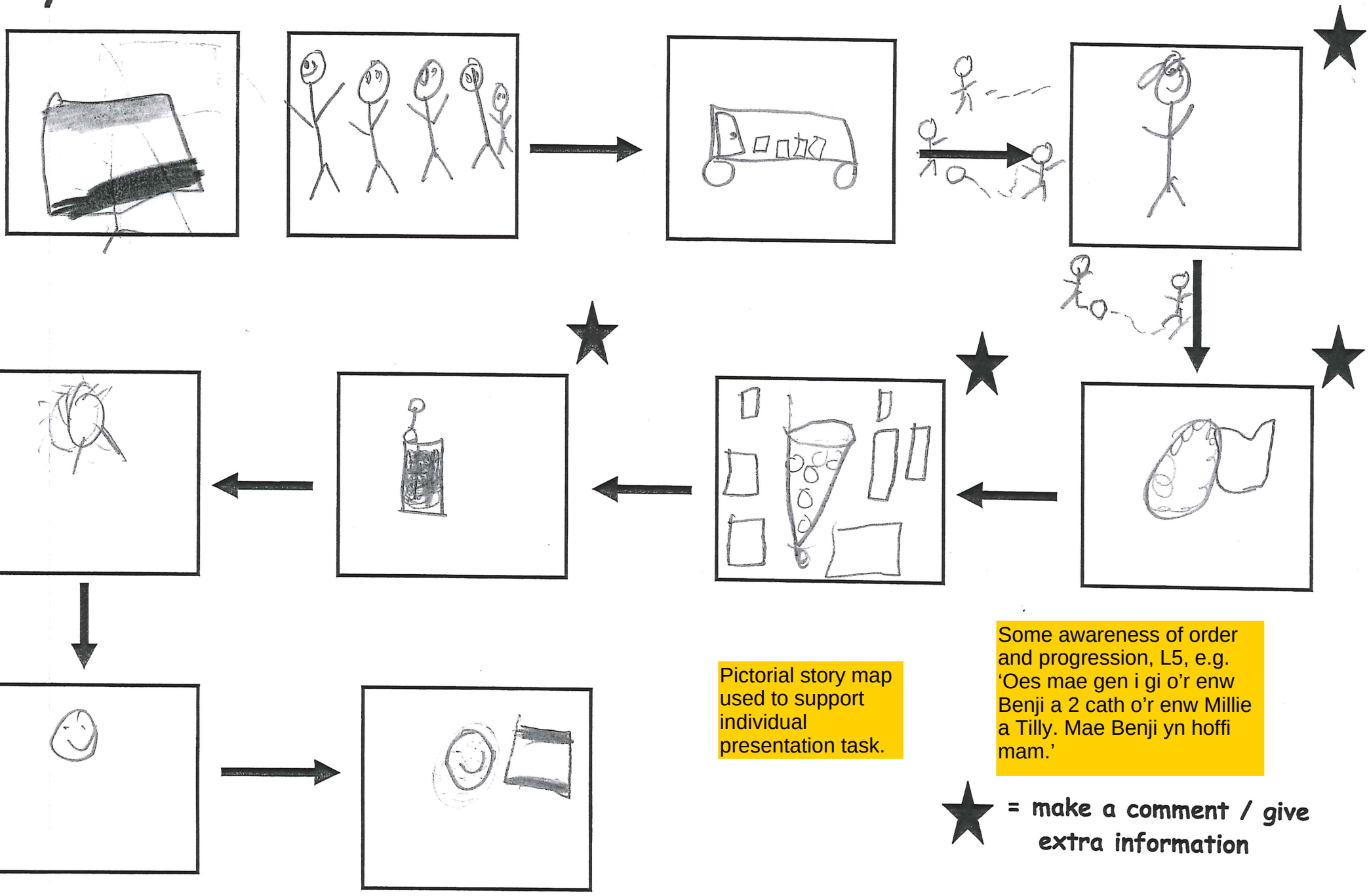
Cymraeg Ail Iaith CA2/CA3 – Welsh Second Language KS2/KS3

Please ensure that you include information about the background of the tasks and conditions for completing the tasks, e.g. frameworks used/assistance given, etc.

***Any frameworks or help sheets should be included with the evidence.**

Task:	ORACY
Background of the task: Individual, pair and Group task. Primary evidence sources available for all three tasks. Rhys is able to present information and talk about some experiences in all 3 tasks, asking and responding in pair and group situations, and volunteering some comments. In Task 2 and 3, Rhys is able to, adjust and respond to different voices	**<u>Task 1</u> – Individual presentation about holiday news** The pupils studied and learned the holiday news vocabulary and language patterns in Unit 1. During the lessons, the pupils created their own news story by completing a story map preparation sheet. The task was an individual presentation of holiday news. During the assessment task the pupils used a pictorial story map as a prompt sheet. The story map is included (*appendix 1)* and the evidence is on the Cd. **<u>Task 2</u> – Pair work; meeting a new friend** The children had been working on the theme 'Myself' (Unit 2) and for this task the pupils worked in pairs to create a conversion based on meeting a new friend; they decided on the questions that they were going to ask. The children had a pictorial story map on the window as a prompt sheet, *(appendix 2)*. Rhys is on the right hand side. The evidence is on the Cd. **<u>Task 3</u> – Group discussion about a book** The group discussion is based on the story, 'Pa Glwb?' (Nici a Cris series). The story was read in class and work was done to consolidate the new vocabulary and patterns within the story. The pupils were provided with a prompt sheet to enable them to structure a basic conversation. The pupils were able to record a few words and draw some pictures on the prompt sheet and they were allowed to use this during the actual assessment task, (appendix 3). Rhys is sitting in the middle. The evidence is on the Cd.

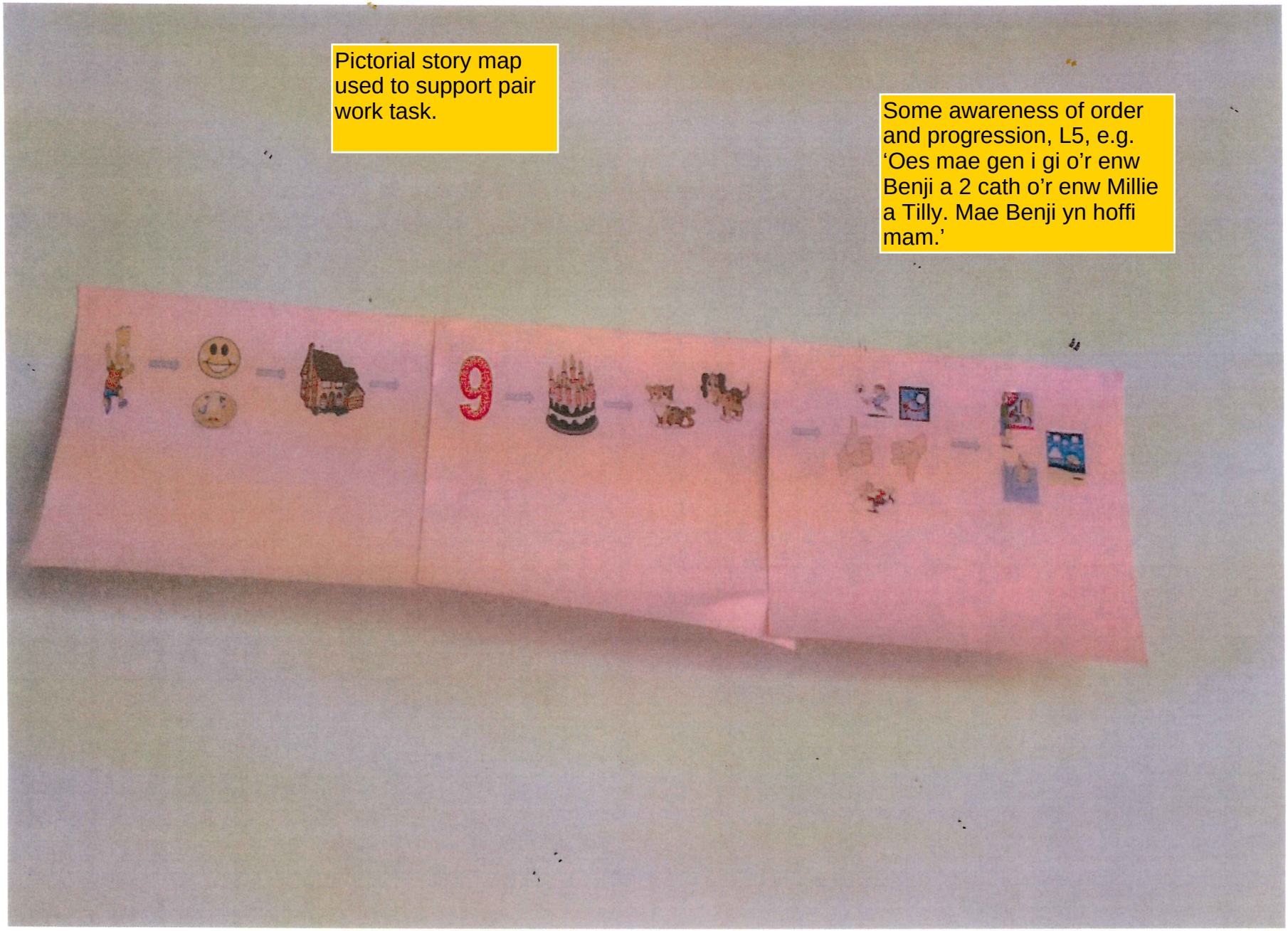
★★★ / ★★★★

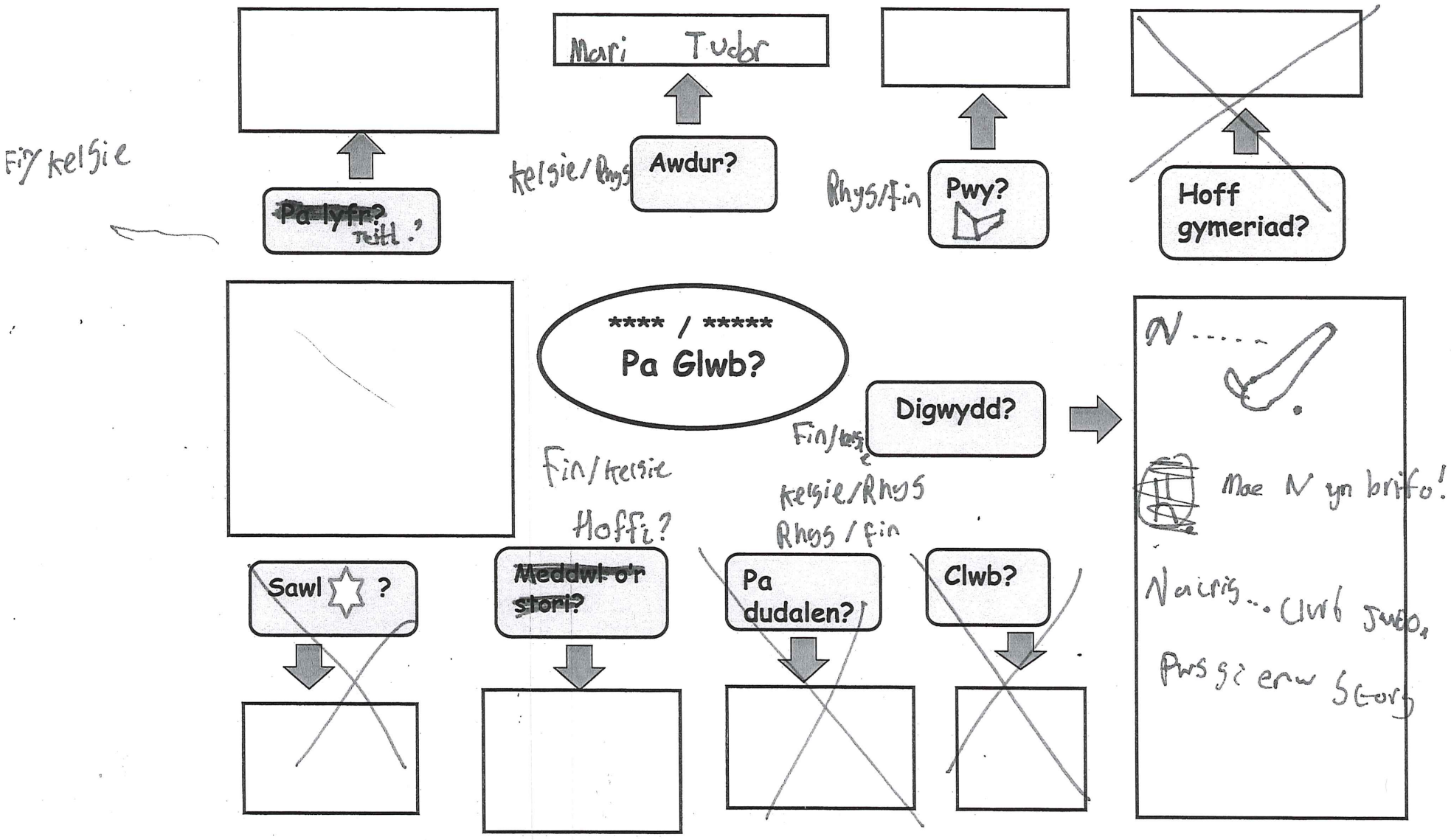


Pictorial story map used to support individual presentation task.

Some awareness of order and progression, L5, e.g. ‘Oes mae gen i gi o’r enw Benji a 2 cath o’r enw Millie a Tilly. Mae Benji yn hoffi mam.’

★ = make a comment / give extra information


Pictorial story map used to support pair work task.
Some awareness of order and progression, L5, e.g. ‘Oes mae gen i gi o’r enw Benji a 2 cath o’r enw Millie a Tilly. Mae Benji yn hoffi mam.’



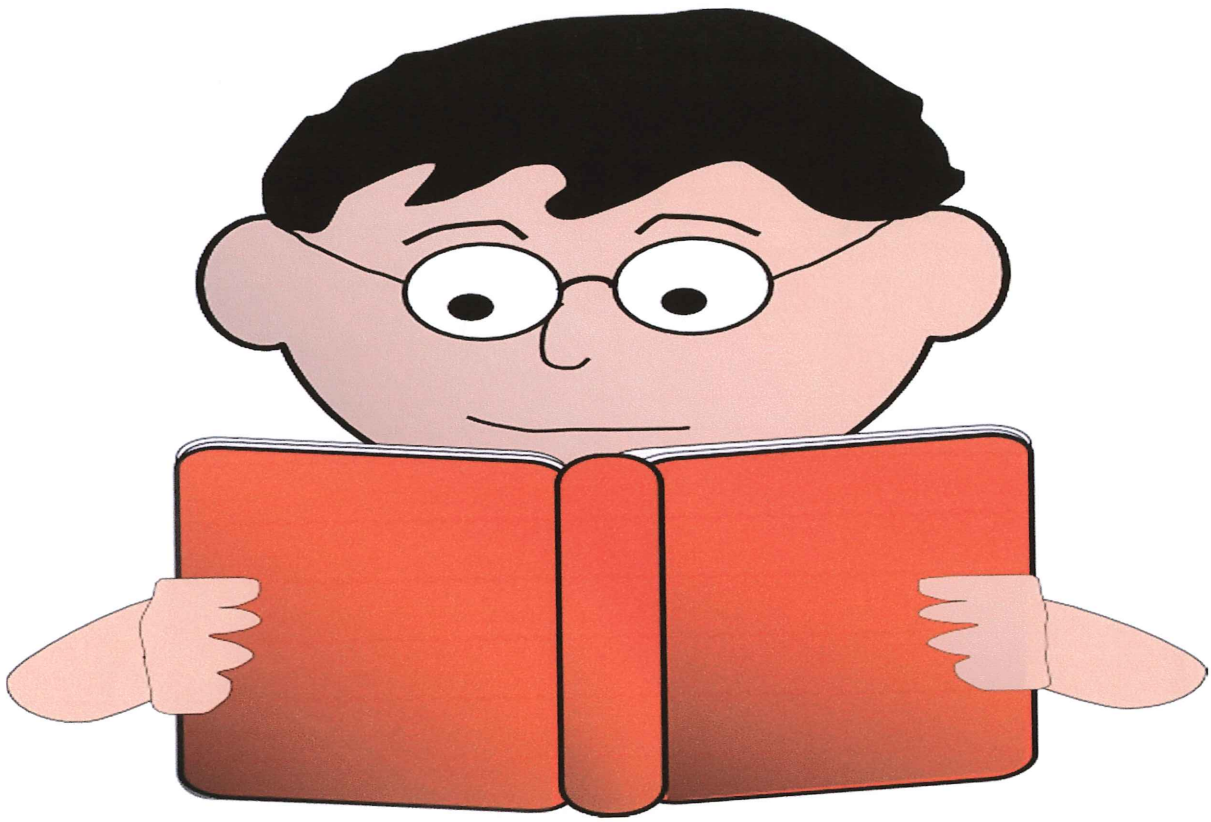
5&6

Prompt sheet used during assessment of group discussion task

He shows an understanding of the main points when the subject matter is familiar to him, e.g. he answers questions based on the text; 'Beth yw enw'r awdur? Beth sy'n digwydd nesaf Rhys? Wyt ti'n hoffi'r stori Rhys?' and he responds by using short spoken phrases

In all three tasks Rhys' pronunciation and intonation is understandable and when expressing opinions he gives various reasons L4 e.g. in Task 3 he answers using, 'Dw i'n hoffi'r stori achos mae'n gyffrous.'

Darllen



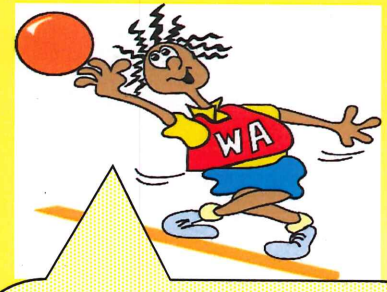
Cymraeg Ail Iaith CA2/CA3 – Welsh Second Language KS2/KS3

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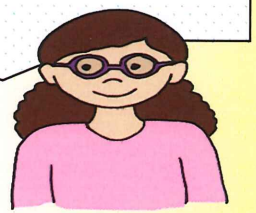
Task:	READING
Background of the task: Response to literary (book and poem) and non-literary texts (personal information paragraphs). Oral response (primary evidnce): refers to an aspect he likes (L3 onwards) in Task 1; when asked the question, 'Wyt ti'n hoffi'r stori?' he responds, 'Ydw dw i'n hoffi stori achos mae'n gyffrous'. Understanding of the main ideas, events and characters (L5) – question responses	**Task 1 – Reading aloud and Oral response to reading** For this assessment task, pupils were asked to read aloud three pages of the book, 'Pa Glwb?' (Nici a Cris series). The pupil had previously read the book in a classroom situation. A copy of the book has been included for reference, (*appendix 4*) and the evidence is on the Cd. Following the reading aloud, the children were asked questions about the story. The main aim here was to provide the pupils with the opportunity to respond to a book, showing an understanding of the main ideas, events and characters. Rhys is sitting on the left hand side. The evidence is on the Cd. **Task 2 – Comprehension task** This comprehension task was based on factual text. The children completed this comprehension task independently without help. **Task 3 – Written response to reading; comprehension task** This comprehension task was based on the poem 'Cysgu Draw'. The children completed this comprehension task independently without help.

The pupil's work was based on the story 'Pa Glwb' (acen).Permission is being sought to reproduce the extracts as part of this material.



Helo! Manon ydw i. Dw i'n wyth oed ac mae fy mhen-blwydd i ar Ebrill naw. Yn fy amser hamdden, dw i'n hoffi chwarae pêl-rwyd a gwylio Hannah Montana.

Cari ydw i a dw i'n byw yn Abertawe yng Nghymru. Dw i'n ddeg oed. Mae gen i lygaid glas a gwallt hir, brown. Mae gen i ddwy chwaer ond does gen i ddim brawd. Mae gen i gi o'r enw Pero, mae Pero yn hoffi cysgu! Fy ffrind gorau ydy Sara, mae hi'n cŵl! Dw i'n hoffi nofio achos mae'n hwyl ond dw i ddim yn hoffi rygbi achos mae'n sbwriel.



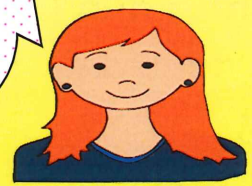


Elis ydw i. Dw i'n ddeg oed. Mae gen i ddwy chwaer a dau frawd. Mae gen i lygaid brown. Fy ffrind gorau ydy Daniel Jones. Dw i'n hoffi chwarae pêl-droed achos mae'n gyffrous. Dw i'n chwarae i dîm pêl-droed yr ysgol.



Dafydd ydw i. Dw i'n un deg un oed ac mae gen i un brawd. Mae gen i lygaid brown a gwallt syth, brown. Dw i'n chwarae rygbi i glwb Bryn Glas.

Helo. Lois ydw i. Dw i'n naw oed ac mae fy mhen-blwydd i ar Dachwedd un deg saith. Dw i wrth fy modd yn chwarae tenis a reidio ceffyl. Enw fy ffrind gorau ydy Lowri Elan.



Non literary text

Short paragraphs in familiar contexts (L4)

Reference to significant details in the text (L4)

Recognition of words, phrases and key facts (L4)

Darllen a Deall

Read the text and decide if these statements are true or false

		Cywir	Anghywir
1	Mae Cari yn byw yn Abertawe.	✓	
2	Mae gan Elis lygaid glas.		✓
3	Mae pen-blwydd Manon ym mis Tachwedd.		✓
4	Mae Dafydd yn ddeg oed.		✓
5	Does gan Elis ddim brawd.		✓
6	Mae Elis yn chwarae i dîm rygbi'r ysgol.		✓
7	Dydy Lois ddim yn mwynhau chwarae tenis a reidio ceffyl.		✓
8	Mae ci Cari yn hoffi cysgu.	✓	
9	Ffrind gorau Ceri ydy Sara.	✓	
10	Mae Lo[illegible] wrth ei bodd yn chwarae tenis a nofio.		✓

✓ 10/10





Enw: Rhys





Cysgu draw: tŷ Gareth Williams

Es i i dŷ Gareth nos Wener
Â sach gysgu fawr **yn fy llaw**.
Roedd Tomos a Rhidian, Trystan a fi
Yn **cysgu draw**.

Am ddau o'r gloch yn y bore
Roeddwn i yn y gegin **lawr llawr**.
Roedd Gareth yn bwyta brechdanau caws
Ac roeddwn i yno **am awr**.

Am dri o'r gloch yn y bore
Roeddwn i'n darllen cylchgronau pêl-droed.
Roedd Trystan yn chwarae'r piano
A dyna'r sŵn **gwaetha erioed**.

Am chwech o'r gloch yn y bore
Roeddwn i yn y lolfa **lawr llawr**,
Roedd pawb yn tecstio eu ffrindiau
Roeddwn i ar y ffôn am **ddwy awr**!

Am ddeg o'r gloch yn y bore
Tawelwch lan lofft a lawr llawr.
Roedd Gareth Williams a'i ffrindiau i **gyd**
Yn cysgu nawr!

Zac Davies

Geirfa

cysgu draw – sleepover
sach gysgu – sleeping bag
yn fy llaw – in my hand
lawr llawr – downstairs
am awr – for an hour
gwaetha erioed – worst ever
am ddwy awr – for two hours
tawelwch – quiet
lan lofft – upstairs
i gyd – all of them







Cysgu Draw - Literary text.

Suitable text (L5)

Picture matching:

Recognition of words, phrases and key facts (L4)

Enw: [illegible] Dyddiad: 23/03/15

Cysgu draw: tŷ Gareth Williams

1. Tynnwch linell o'r pennill at y llun cywir.
   Draw a line from the verses to the correct picture.

2. Teitl y gerdd ydy Cysgu draw: Tŷ Gareth Williams

3. Enw'r bardd ydy Zac Davis.

4. Ble oedd y cysgu draw?
   Roedd y Cysgu draw yn Tŷ Gareth

5. Pryd oedd y cysgu draw?
   Roedd y Cysgu draw nos wener.

6. Beth oedd Gareth yn bwyta?
   Roedd Gareth yn bwyta frech dan ei Caws.

7. Beth oedd Trystan yn wneud am dri o'r gloch?
   Roedd Trystan yn Chwarae Piano.

8. Faint o'r gloch oedd pawb yn y lolfa?
   Roedd Pawb yn y lolfa rhwng o'r gloch.

9. Beth oedd pawb yn wneud yn y lolfa?
   Roedd pawb yn Tecstio ffrindiau.

10. Pryd oedd pawb yn cysgu?
    Roedd pawb yn Cysgu am ddeg o'r gloch.

Understanding of the main ideas, events and characters (L5) – question responses

11. Beth wyt ti'n feddwl o'r gerdd?

Dwi in meddwl bod lord gerdd yn dda achos dwi'n hoffi cyfyr draw! Dw i'n hoff: teg/o ffrindiau.

✓ Da iawn ti Rhys!

Q.11 Selects relevant information from texts and express opinions simply (L5)

Ysgrifennu



Enw: Rhys

Cymraeg Ail Iaith CA2/CA3 – Welsh Second Language KS2/KS3

Please ensure that you include information about the background of the tasks and conditions for completing the tasks, e.g. frameworks used/assistance given, etc.

***Any frameworks or help sheets should be included with the evidence.**

Task:	WRITING
Background of the task: Writing for different purposes: dialogue sharing personal information / review / recount	**Task 1 - Write a dialogue; meeting a new friend** The children had been working on the theme 'Myself' (Unit 2) and for this task the pupils were asked to write a conversion between themselves and a new friend. The children were given the success criteria and a short description of the task (appendix 5). During the task they had a **pictorial** story map on the wall (appendix 6) as a prompt but otherwise they had no other assistance. **Task 2 - Write a book review** This written task was completed towards the end of our 'Pa Glwb?' unit of work. In preparation for the book review assessment task, the pupils used a language mat to revise the relevant vocabulary and language patterns arising from the story. They were also encouraged to practise expressing their opinions about the book. The children were given the success criteria and a short description of the task (appendix 7). During the actual assessment task, the pupils **did not** have the use of a language mat. The work was done independently. **Task 3 - Write about holiday news** This written task was completed towards the end of our 'Holiday News' unit of work. The pupils had previously used a language mat as an aid to write about holiday news. The children were given the success criteria and a short description of the task (appendix 8). During this assessment task, pupils were asked to write a piece of holiday news independently **without** the aid of the language mat but they were able to use their **pictorial** story map as a prompt, (appendix 9).

Meini Prawf – Ysgrifennu Deialog

Success Criteria – Write a Dialogue



- produce neat work
- set out your work correctly – as a dialogue
- write at least 10 sentences
- spell correctly
- punctuate correctly - use capital letters, full stops and question marks correctly
- use the connectives *'a, ond, achos'* to link **some** of your sentences
- express opinions and give reasons

Dyddiad: _____

Task – Write a dialogue between yourself and a new friend. Things to ask your new friend:

- name
- how they're feeling
- where they live
- age
- birthday
- school
- family
- pets
- sports and hobbies – likes and dislikes
- where they went at the weekend

Enw: Rhys

Taflen Asesu – Ysgrifennu Deialog

Write a dialogue between yourself and a new friend.

Rhys	Hâlo, beth yw dy ewn dy i?
Matt	Hwlo. Matt gyw i. beth yw dy enw di?
Rhys	Rhys sdwi swt oed ti?
Matt	Dwi'n hapus yw cachos dwn hoyn di sinema gyda Mam ond nid ar y pen wythnos. sut wyt ti?
Rhys	Dwi'n hapus yw cachos dwn hoyn di nofio gyda Brawd a Chwaer. Ble rwyt ti byw?
Matt	He fat ti byw Dwi'n byw mewn Mam, dad a brawd yn Trewern. Ble rwyt ti yw?
Rhys	Dwi'n byw mewn Ty Pwer gyda Mam, dad, brawd a chwaer on welsh Pool. Faint yw ti oed i?
Matt	Dwn ien deg pimp. Fyt u di oed i?
Rhys	Dwi'n deg oed. oes gen ti an diel an wes?
Matt	~~Oes gen ti~~ oes mae hoyn gen i un ci. oes gen ti aneil an wes?
Rhys	oes my gen i un ci, di dwy cath a un Dachdew
Matt	Beth oet i'n hoffi? Dwi'n hoffi rygbi achos mae'n hoyn bendigedig. Beth wyt oet i'n hoffi?
Rhys	Dwi'n hoffi Pêl – droed achos my n bendigedig Beth dwyt ti ddim yn Dwi'n hoffi nhem hoffi?
Matt	Dwn ddi nhem hoffi Pel-droed achos mgn

Matt Mere ddi Lus. Beth dwyt ti ddim yn Dwi'n hoffi nhem hoffi?

Rhys Dwi'n dd hoffi hockey achos myn ddi

Matt Hawl Fan wf.

Rhys Hwyl Fawr.

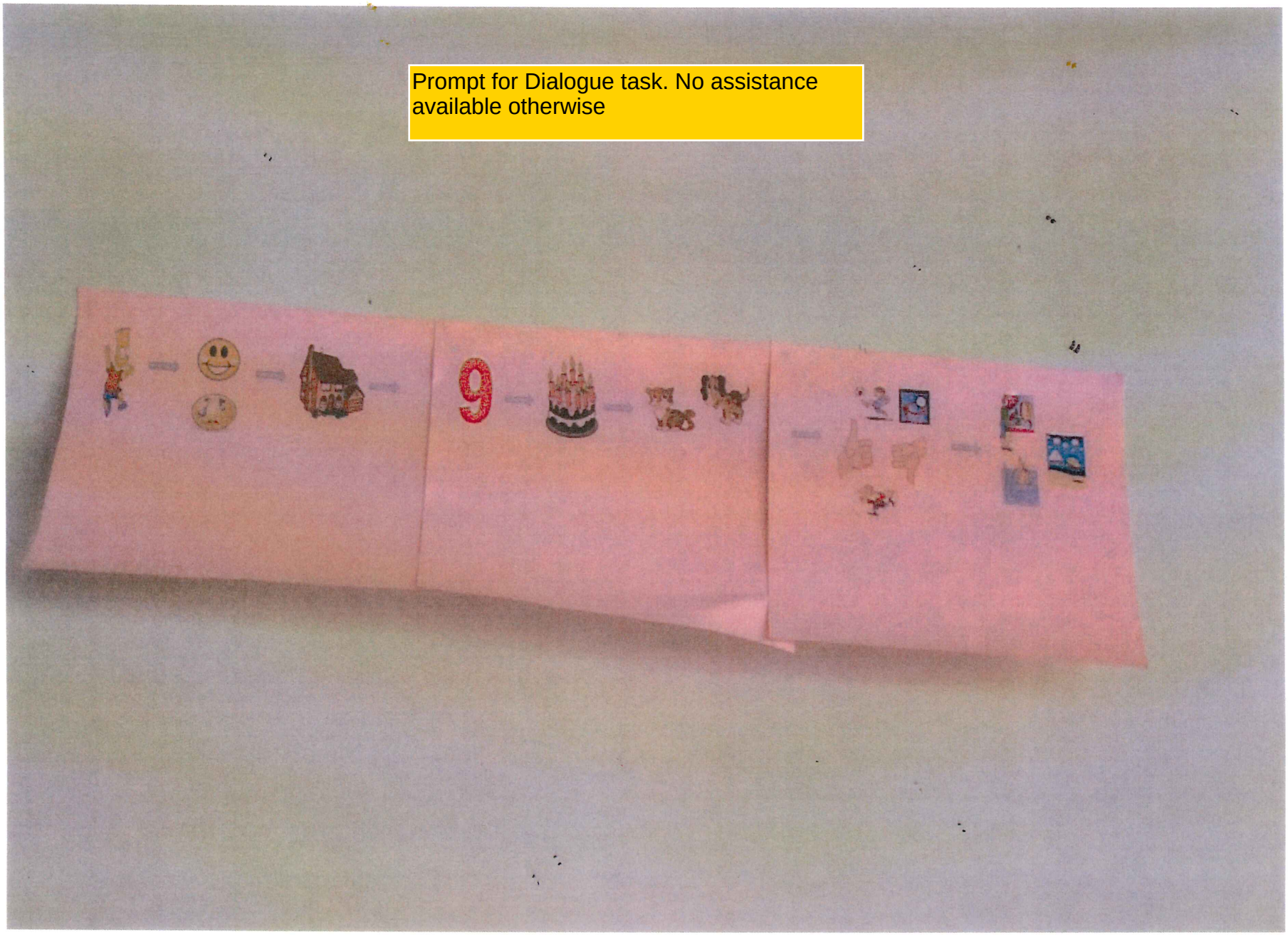
L4
Writes linked sentences, showing some grasp of order and progression, when writing for different purposes

L4
Uses suitable vocabulary and phrases, varying patterns and producing basic sentences, showing some grasp of form and progression

L4
Spells most structure words and other words which are within their experience accurately

L4
Uses capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary

L5
Expresses opinions simply


Prompt for Dialogue task. No assistance available otherwise

Meini Prawf – Ysgrifennu Adolygiad o Lyfr
Success Criteria – Write a Book Review



- produce neat work
- write at least 10 sentences
- use at least 2 sentence starters
- spell correctly
- use capital letters and full stops correctly
- use the connectives '*a, ond, achos*' to link **some** of your sentences
- say if you like or dislike the book and give reasons

Dyddiad: _____

Task – Write a book review. Remember to include the following information:

- title of the book
- name of the author
- describe what happens in the story
- say if you like or dislike the book and give reasons

Task completed at the end of the 'Pa glwb?' unit of work. Task completed using success criteria and description of the task only.

Enw: Rhys

Taflen Asesu - Adolygu Llyfr

Ysgrifennwch am y stori

Enw y LLyfr ydoedd Pa Clwb? Enw awdur ydy Mati Tudor. Yn y Stori Nici a Chris ~~yn y stori~~ yn mynd i Caffi. Mae Nici yn yfed. oren. mae Nici yn chwarae Hoci. Nesaf mae Nici a Chris yn mynd i Clwb Judo. O na! mae Chris yn brefico. Nesaf mae Nici a Chris yn mynd i caffi a mae Nici a Chris yn gwillio gêm pêl-Droed. mae Nici yn Chewer Pêl-Droed a mae Chris chewer Pel Droed. mae Bechan Scored. Dai a merched sgorio dai gol. "Gem di ow'n"

Beth wyt ti'n feddwl o'r stori?

Dw i'n hoffi Stori achos mae'n ffendigeidig. Dw'n hoffi Chris achos mae'n cŵl. Dw i'n hoffi Nici achos mae'n ddoniol.

Gwaith da Lawn Rhys!

L5
Expresses opinions simply

L4
Writes linked sentences, showing some grasp of order and progression, when writing for different purposes

L4
Uses suitable vocabulary and phrases, varying patterns and producing basic sentences, showing some grasp of form and progression

L4
Spells most structure words and other words which are within their experience accurately

L4
Uses capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary

Meini Prawf – Ysgrifennu am Newyddion Gwyliau

Success Criteria - Writing a recount of Holiday News



- produce neat work
- write at least **8** sentences
- use at least **2** sentence starters
- spell correctly
- use capital letters and full stops correctly
- use the connectives ***'a, ond, achos'*** to link **some** of your sentences
- say what you liked and disliked and give reasons

Dyddiad: _____

Task – Write a recount of your holiday news.
Remember to include the following information:

- where you went and who with
- how you got there
- what you saw / bought / ate and drank
- describe what you saw / bought / ate and drank
- describe what the weather was like
- say what sort of time you had
- say what you liked and disliked and give reasons

Enw: Rhys

Taflen Asesu

Write about your holiday news. How many different sentences can you use? Can you use connectives to link some of your sentences? Remember to present your work neatly.

Yn y gwili es i ffrainc gwyn Tayli. Es i mewn car glas. Es i gêm Pêl-droed a gwelis i Zlatan ibarimovic. Roedd y gêm Pêl-Droed yn fendigedig. Prynais i crys-t a Pêl-Droed. Roedd y crys-t yn cŵl. I ginio bwytais i pizza a sgrodéon. Roedd y Pizza yn flasus. yfias i ysgwt llaith. Roedd yn ysgwt laith yn oer. Roedd hyn bollol ces i. amser grêt a Roeddun in hoffi ffrainc achos ~~bwyt~~ roedd on fendigedig.

Gwaith bendigedig Rhys!

L4
Writes linked sentences, showing some grasp of order and progression, when writing for different purposes

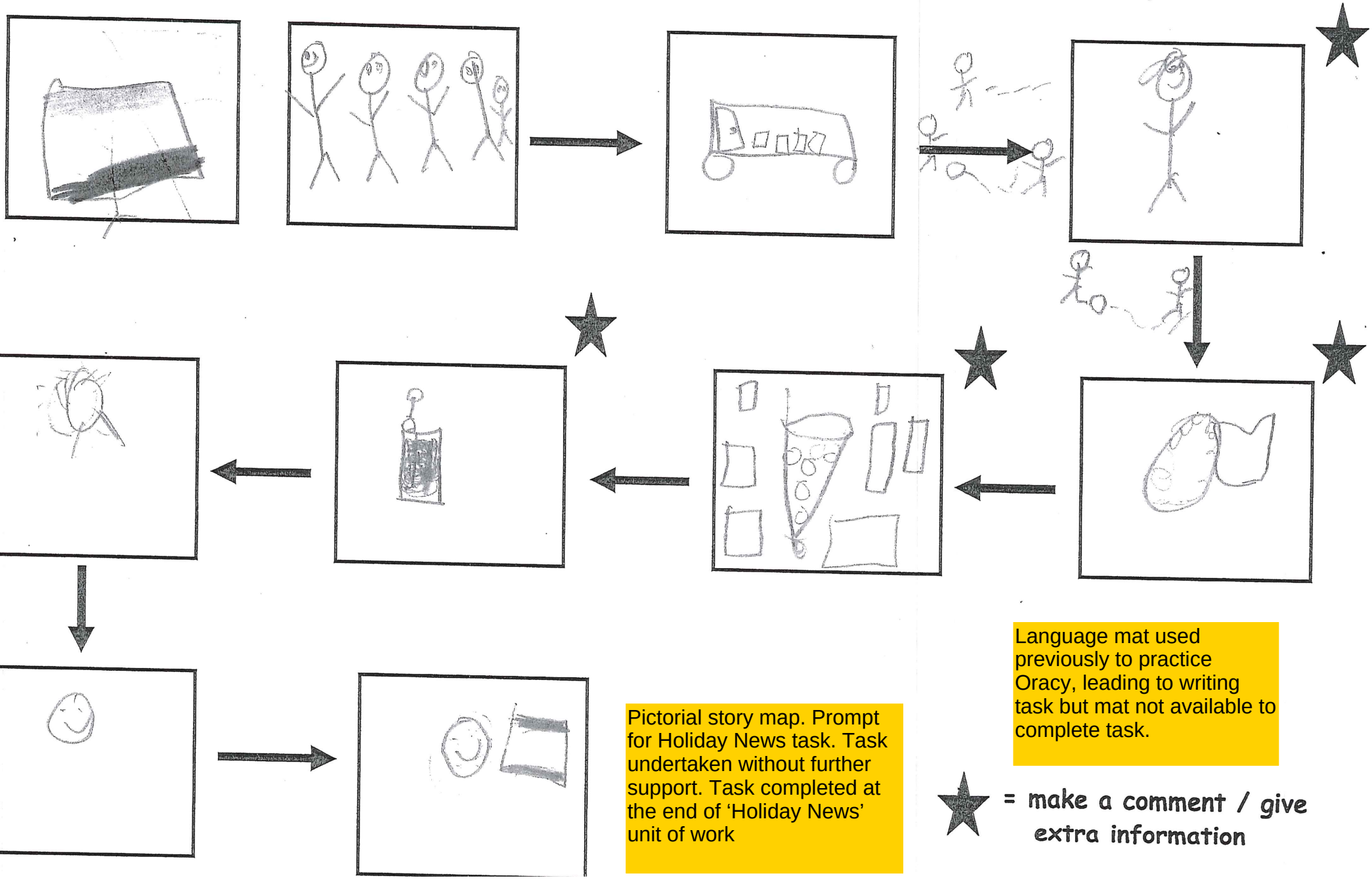
L4
Spells most structure words and other words which are within their experience accurately

L5
Expresses opinions simply

L4
Uses suitable vocabulary and phrases, varying patterns and producing basic sentences, showing some grasp of form and progression

L4
Uses capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary

★★★ / ★★★★



Pictorial story map. Prompt for Holiday News task. Task undertaken without further support. Task completed at the end of 'Holiday News' unit of work

Language mat used previously to practice Oracy, leading to writing task but mat not available to complete task.

★ = make a comment / give extra information

Level 4: Learner profile

The materials in this folder consist of a learner profile which is judged to show the characteristics of a learner's standards of attainment which, overall, are at level 4. The commentary should enable the reader to see why the learner profile has been given a best-fit level 4.

The level of detail exemplified here in the commentary is intended to give a good sense of how a best-fit level can be fully justified, in the case of learner profiles. For in-school awarding of best-fit levels at the end of a key stage and in-school moderation, it is still necessary for the teacher to justify that the range of work required is covered and the appropriate standard reached to award a best-fit level. How this is demonstrated is for each school to determine.

A learner profile will typically contain the work of one pupil from across the range of the subject and provide sufficient evidence to enable a judgement to be made on the level which best fits the standard represented in the profile. A learner profile should be as straightforward as the pupil's book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record. A commentary on the learner profile will make clear how, on balance, the best fit judgement has been reached and why it is not at the level above or below if it is borderline. The commentary will signpost where the evidence of achievement at a particular level can be seen in the exercise book or other original material produced in the year.

Welsh second language: Learner profile

Level 4

This profile is a collection of tasks completed by a pupil rather than the full body of his work which, ideally, would make up a learner profile. To arrive at an accurate and fully evidenced best-fit judgement, the complete evidence base should be considered i.e. the learner's exercise book and any additional topic books and worksheets.

AT1: ORACY		
Comment *All comments relate to characteristics of level 4 unless stated otherwise.*	**Source**	**Reference**
During all three tasks, characteristics of Level 4 are prominent throughout. Rhys was able to present information and talk about some experiences, asking and responding and volunteering some comments. He was able to use an increasing variety of phrases and sentence patterns with some accuracy, e.g. in Task 1 he uses, *'Es i i … Gwelais i, Roedd y, Prynais i, Bwytais i, Yfais i, Ces i.'* In all three tasks Rhys' pronunciation and intonation is understandable and when expressing opinions he gives various reasons e.g. in Task 3 he answers using, *'Dw i'n hoffi'r stori achos mae'n gyffrous.'* In Task 2 he shows some awareness of order and progression (L5) e.g. *'Oes mae gen i gi o'r enw Benji a 2 cath o'r enw Millie a Tilly. Mae Benji yn hoffi mam.'* In Task 2 and 3, Rhys was able to, adjust and respond to different voices. He showed an understanding of the main points when the subject matter was familiar to him, e.g. Task 3 when participating in the group discussion he answers questions based on the text e.g. *'Beth yw enw'r awdur? Beth sy'n digwydd nesaf Rhys? Wyt ti'n hoffi'r stori Rhys?'* and he responded by using short spoken phrases as well as recording a response in writing and in pictures.	**1. Individual presentation** Holiday news Pictorial story map Audio / video files **2. Pair work** Meeting a new friend Pictorial story map Audio / video files **3. Group discussion** Based on 'Pa Glwb?' book Pictorial story map Audio / video files Background to Oracy tasks	 p. 2-3 L4 Task 1 Oracy p. 2,4 L4 Task2 Oracy p. 2, 5 L4 Task 3 Oracy p.2

AT2 Reading:		
There are some characteristics of Level 4 in Task 1 and Task 2 e.g. when reading aloud in Task 1 Rhys is able to read familiar passages clearly, with some expression, and he refers to significant detail in Task 2. He refers to an aspect he likes (L3 onwards) in Task 1; when asked the question, '*Wyt ti'n hoffi'r stori?*' he responds, '*Ydw dw i'n hoffi stori achos mae'n gyffrous'.* However, in Tasks 1 and 3 it is clear that the majority of characteristics which he demonstrates are at Level 5. During these tasks, Rhys responds to a variety of texts showing an understanding of the main ideas, events and characters (L5). This can be seen in Task 1 when he answers a variety of questions about the text *Pa Glwb?* and also in Task 3 when he answers a variety of questions based on the poem *Cysgu Draw*. In all three tasks, Rhys is able to, read independently (L5). In Task 3 question 11, Rhys demonstrates that he is able to select relevant information from the texts and express opinions simply, characteristic of Level 5. He responds to the question *'Beth wyt ti'n feddwl o'r gerdd? Dwn meddwl bod gerdd yn dda achos dw i'n hoffi cysgu draw. Dw i'n hoffi tecstio fffrindiau'*.	**1. Pa Glwb?** Video files. Reading aloud and response to reading. **2. Comprehension task – *Darllen a deall*** **3. Response to *Cysgu Draw* poem** Background to Reading tasks	 L4 Task 1 Reading p.16-17 p. 18-20 p.7
AT3 Writing		
In all three written tasks, Rhys has shown that he can write linked sentences, showing some grasp of order and progression. He writes for different purposes and is able to use suitable vocabulary and phrases. In all three tasks, he has been varying patterns and producing basic sentences e.g. *Beth yw dy…, Dw i'n hapus achos dwi'n…, Oes gen ti?, Mae Nici yn…, Es i i, Roedd, Yfais i, Ces i..* He shows some grasp of form and progression and he has spelled most structured words and other words which are within his experience, accurately, particularly	**1. Dialogue** Success criteria Pictorial story map **2. Book review** Success criteria **3. Holiday News** Success criteria Pictorial story map	p.24 p.23 p.25 p.27 p.26 p.29 p.28 p.30

in Tasks 2 and 3. In all the tasks, Rhys is able to use capital letters, question marks and full stops accurately. In Tasks 1 and 2, Rhys also uses apostrophes and quotation marks when necessary. In Tasks 2 and 3, where appropriate, he is able to adapt the presentation to meet the demands of the task. However, one element of Level 3 is evident throughout his work, i.e. his handwriting is legible and the work is appropriately presented. In all three tasks, Rhys also demonstrates some characteristics of Level 5, i.e. he is able to express opinions simply. He regularly does this in Task 1, '*Dw'n hoffi, Dw'n ddim hofffi'*, although the patterns are not accurate. He gives his opinion on the story in Task 2, '*Dw i'n hoffi stori..Dw i'n hoffi Chris…Dw i'n hoffi llyfr*' and he uses the imperfect and past tense to express opinion on his holiday in Task 3 e.g. '*Roedd y …yn.. Ces i amser grêt'*.	Background to Writing tasks	p.22

Best-fit level: Summary

Oracy Levels 4 and 5 were considered. In view of Rhys' contribution in this series of activities, Level 4 best fits his performance. Rhys should continue to develop his ability in Welsh by giving reasons to explain his ideas and use a greater of variety of phrases, sentence patterns and verb forms with improved accuracy.

Reading Levels 4 and 5 were considered when evaluating Rhys' reading skills. In view of Rhys' contribution in this series of activities, Level 5 best fits his performance. Rhys could further develop his ability to select relevant information from the texts and express his opinions.

Writing Levels 3, 4 and 5 were considered when evaluating Rhys' writing skills. Although there are elements of Level 3 and 5 in this series of activities, it is clear that Level 4 best fits his performance. Rhys should continue to develop the accuracy of his spelling, develop his ideas and improve the presentation of his work.

Overall level: 4

The best fit level for Rhys' oracy and writing is Level 4 and the best fit level for his reading is Level 5. Therefore, based on the weighting for the 3 Attainment Targets, the overall best fit level for this profile is Level 4.