



# **Assessment Policy - Including Marking and Feedback**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 9.10.17

# Assessment Policy Contents

<b>Section</b>	<b>Page Number</b>
Introduction	3
Aims and objectives	3
Policy	3 - 10
Appendices	11 - 15

# Assessment Policy (including Marking and Feedback)

## 1. Introduction

Assessment lies at the heart of the process for promoting and securing children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment should be carried out in partnership with children.

## 2. Objectives

The aims of assessment in our school are:

- a) To enable children to demonstrate what they know, understand and can do in their work; also help them understand what they need to do next.
- b) To help children recognise the standards to aim for and to understand what they need to do next to improve their work.
- c) To allow teachers to plan work that accurately reflects the needs of each child.
- d) To provide regular information to parents that enable them to support their child's learning.
- e) To provide the Senior Leadership Team and Governors with information that allows them to make judgements about the effectiveness of the school.

## 3. Forms of Assessment

At Stamford Green, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

- a) Assessment for learning involves the use of assessment in the classroom to raise pupil achievement. Staff use learning objectives (WALT – We Are Learning To), success criteria (WILF/toolkit- What I'm Looking For), marking and feedback, peer and self-assessment to involve pupils in their learning and to inform them of their next steps.
- b) Assessment for learning opportunities are identified in planning. Marking is against the learning objective or success criteria and should identify successes and areas for development. Effective questioning is also used to inform assessments.
- c) Assessment of learning involves judging pupils' performance against national standards. Teachers make sublevel judgements on a termly or half termly basis. (See Appendix A for Assessment of Learning timetable)

## 4. Teacher Assessment

At Stamford Green, we use Teacher Assessment of the children's abilities alongside tests and external assessments (e.g. SATs papers, Early Years Foundation Stage Profile, SEN reports). Teacher Assessment may include the use of:

- a) Children's work done in class.
- b) Specific assessment tasks, such as maths summaries of learning, writing assessments, phonics assessments.
- c) Homework and information from parents.
- d) Observations of play/learning (including photographs).
- e) Questioning and discussion.

## 5. Moderation of Teacher Assessment

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is agreement by others of the judgements made.

We will:

- a) Use our school maths, reading, writing and GPS grids to make informed judgements and to moderate pupils' attainment and measure progress.
- b) Meet regularly in phase meetings to moderate writing, reading, GPS and maths.
- c) Meet regularly with other local schools to moderate judgements.
- d) Moderate work through planning and book scrutinies, feeding findings back to members of staff and then checking for impact.
- e) Collate evidence to back up teacher assessments (e.g. writing assessment books).
- f) Participate in moderation schemes in the Local Authority.

## **6. Pupil Progress Review Meetings**

Pupil progress review meetings take place on a termly progress to celebrate progress that the children have made and identify areas for further improvement so all children can reach their potential.

- a) Each term, all class teachers make a judgement for every child in their class for reading, writing, GPS and maths.
- b) Class teachers monitor, review and evaluate the progress of the children in their class and interventions that have taken place.
- c) Class teachers meet with their relevant phase leader to discuss the progress of the children in their class, to discuss the interventions that have been carried out and to suggest other ways that all children can make progress.
- d) Phase leaders and Leaders of Learning meet with the Headteacher, Deputy Headteachers and Chair of Children & Learning Governor, to discuss progress of all children, identify trends and suggest intervention strategies. This meeting allows all involved to have a whole school picture of the progress and attainment of the children throughout the school.
- e) This process may be repeated at more regular intervals if necessary.

## **7. Foundation Stage**

- a) Throughout the Foundation Stage, class teachers use EExAT to assess the progress of the children in their class.
- b) EExAT assesses children based on age bands of development across the six areas of the Early Years Foundation Stage Curriculum. Teachers make judgements of these six areas against their chronological age across the 17 ELGs in line with the school's Pupil Progress Review cycle.
- c) At the end of the summer term, class teachers will make a judgement of their children's attainment against the Early Learning Goals. Teachers will decide whether the children are at an emerging, expected or exceeding level against the Early Learning Goal.
- d) This information is reported to parents and is electronically transferred to the Local Authority.

## **8. Phonics Screening Test**

- a) The Phonics Screening Assessment is undertaken in the summer term of Year 1. Children are expected to read a list of real and 'alien' words using their phonic ability. A pass rate score is set each year by the Department of Education.
- b) Children who did not pass the Phonics Screening in Year 1 will be retested in the summer term when they are in Year 2.
- c) The information is reported to parents and is electronically transferred to the Local Authority and the Department for Education.

## 9. National Curriculum Tests

At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6), pupils take part in National Curriculum Tests.

- a) In Year 2, the children will take part in tasks to assess their reading, writing, GPS and maths. These tasks are marked internally and may contribute towards the end of key stage judgement, which is awarded to each child about whether they are working at the expected standard.
- b) In Year 6, the children will take part in tests to assess their reading, maths and grammar. These tests are marked externally and returned to the school late in the summer term.
- c) In Year 6, teachers use their assessments of the children's work to award a judgement as to whether the child is working at the expected standard in writing.
- d) All levels from the end of Key Stage 1 and 2 assessments are reported to parents, the Local Authority and the Department for Education.

## 10. Target Setting

- a) Year N  
Next steps are shared with parents via the Learning Journal once a term.
- b) Year R-Year 1  
Children will have their targets displayed visually either in the classroom or books or on books and tables and will be changed as each target is achieved. This should be as a minimum every term. Targets should be related to any of the three prime areas from the EYFS but may particularly focus on English skills.
- c) Year 2 – Year 6 – English and English across the curriculum  
Children will record their next improvement steps in English based on the Teacher's response question (RQ) in their Learning Journals. This can then be referred to in other lessons to ensure that improvement focuses on English skills throughout the curriculum and not just during English lessons.

## 11. Reporting to Parents

Reporting to parents and carers provides the opportunities for communication about their child's achievements, abilities and future targets.

At Stamford Green we will:

- a) Provide opportunities for two parent consultation evenings so parents can discuss their child's achievements, abilities and future targets. Teacher assessment data for reading, writing, GPS and maths will be shared at the autumn term and spring term evening.
- b) Provide an annual end of year report, which will include results of statutory end of key stage test results and teacher assessment data for reading, writing, GPS and maths.
- c) Discuss pupil progress at the request of a teacher or parent at any time throughout the year.

## 12. Marking and Feedback to children

Marking and feedback will:

- a) Relate to the learning objectives taught during the lesson.
- b) Create a dialogue which will aid progression.
- c) Give children recognition and appropriate praise for the success of their work.
- d) Give children clear strategies of how they can improve their work.
- e) Develop children's self-esteem through praise and valuing their achievements.
- f) Allow children to be part of the marking and feedback process for themselves & their peers.
- g) Be accessible for children.
- h) Be consistent throughout the school.

### 13. Marking guidelines for YN (Early Years)

- a) All feedback is given verbally to the children in Nursery, often during adult directed activities. On written work, it may be appropriate for a short, positive comment to motivate the child to be made. Annotations for assessment purposes about what the child did during the activity may be made.
- b) At least once a week, 1 piece of evidence is recorded on **EExAT**, our digital assessment tool.
- c) Any written feedback will be a short comment, usually pictorial e.g. a smiley face or a sticker.

### 14. Marking guidelines for YR (Early Years)

- d) All feedback is given verbally to the children in Reception, often during adult directed activities. On written work, it may be appropriate for a short, positive comment to motivate the child to be made. Annotations for assessment purposes about what the child did during the activity may be made.
- e) At least once a week, 1 piece of evidence is recorded on **EExAT**, our digital assessment tool.
- f) Where possible, children might self-assess their achievements. The frequency of this will increase throughout the year.
- g) At least once a fortnight:
  - i. Teachers will take part in high quality focused marking in **Writing Books**. Teachers will look at a child's piece of work against the Learning Objective/Goal or Success Criteria/Toolkit.
  - ii. Teachers will highlight in pink (for perfect) the areas on the Success Criteria/toolkit list that the child has accomplished.
  - iii. Teachers will identify an area for improvement and will write RQ at the bottom of the piece of work, followed by a stamp, to show the child what they need to improve on.
  - iv. Children might respond to the RQ and practise.
- e) At least once a fortnight:
  - i. Teachers will take part in high quality observational focused marking in **Maths book**. Teachers will observe what the children are doing/recording/how they are working in order to meet the specific area of the EYFS curriculum being focused on.
  - ii. Teachers will highlight in pink (for perfect) each child's accomplishments for the learning being focused on.

### 15. Marking guidelines for Y1

- a) At least once a week:
  - i. Teachers will take part in high quality focused marking in **English books**. Teachers will look at a child's piece of work against the Learning Object.
  - ii. Teacher will highlight in pink (for perfect) the areas of the Success Criteria/Toolkit that the child has completed well.
  - iii. Teachers will identify an area for improvement and will write RQ at the bottom of the piece of work, followed by a stamp, to show the child what they need to improve on.
  - iv. After the October half term holiday, children should respond to the RQ. This may involve practising letter formation.
  - v. Teachers will identify one spelling correction per piece of work, as illustrated in 17b
- b) At least once a fortnight:
  - i. Teachers will take part in high quality focused marking in **Maths books** through the use of Response Questions.

- ii. Teachers will move the learning forward by including a Response Question (RQ) which should include an improvement prompt. (See Appendix C for examples of improvement prompts in maths.)
  - iii. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to marking and make improvements to their work/further their thinking.
- c) At least once a week:
- i. Teachers will choose a piece of other **Discovery** work and mark it according to the three assessment criteria of 'Emerging, Accomplished and Exceeding' against the Learning Objective.
  - ii. Teachers will plan across a term to ensure that a range of subjects are marked.
- d) In all pieces of work:
- i. Teachers will identify one spelling correction per piece of work, as illustrated in 20b.

## 16. Marking guidelines for Y2

- a) At least once a fortnight:
- i. Teachers will take part in high quality focused marking in **English Books**. Teachers will look at a child's piece of work against the learning objective/success criteria/toolkit and will highlight good examples in pink (for perfect). This may be a word, paragraph or sentence.
  - ii. Teachers will identify an area for improvement and highlight it green (for growth).
  - iii. A Response Question (RQ) will then be written at the end of the writing which relates to the green highlighted work for the children to respond to.
  - iv. Teachers will ensure there is time at the beginning of the next lesson for the children to respond to the RQ and make the improvements.
- b) At least once a fortnight:
- i. Teachers will take part in high quality focused marking in **Maths books** through the use of Response Questions.
  - ii. Teachers will move the learning forward by including a Response Question (RQ) which should include an improvement prompt. (See Appendix C for examples of improvement prompts in maths.)
  - iii. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to marking and make improvements to their work/further their thinking.
- c) At least once a week:
- i. Teachers will choose a piece of **Discovery** work and mark it according to the three assessment criteria of 'Emerging, Accomplished and Exceeding' against the Learning Objective.
  - ii. Teachers will identify a Response Question (RQ) for the children to respond to, that will further the child's thinking and move their learning on.
  - iii. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to the RQ and make improvements to their work.
  - iv. Teachers should highlight whether the child is working at an Emerging, Accomplished or an Exceeding standard for that piece of work.
  - v. Please see the homework policy regarding the marking of homework.
- d) In all pieces of work:
- i. Teachers will identify up to two spelling corrections per piece of work, as illustrated in 20b.

## 17. Marking guidelines for Y3 and Y4

- a) At least once a fortnight:
- v. Teachers will take part in high quality focused marking in **English Books**. Teachers will look at a child's piece of work against the learning objective/success criteria/toolkit and will highlight good examples in pink (for perfect). This may be a word, paragraph or sentence.
  - vi. Teachers will identify an area for improvement and highlight it green (for growth).
  - vii. A Response Question (RQ) will then be written at the end of the writing which relates to the green highlighted work for the children to respond to.
  - viii. Teachers will ensure there is time at the beginning of the next lesson for the children to respond to the RQ and make the improvements.
- e) At least once a fortnight:
- iv. Teachers will take part in high quality focused marking in **Maths books** through the use of Response Questions.
  - v. Teachers will move the learning forward by including a Response Question (RQ) which should include an improvement prompt. (See Appendix C for examples of improvement prompts in maths.)
  - vi. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to marking and make improvements to their work/further their thinking.
- f) At least once a week:
- vi. Teachers will choose a piece of **Discovery** work and mark it according to the three assessment criteria of 'Emerging, Accomplished and Exceeding' against the Learning Objective.
  - vii. Teachers will identify a Response Question (RQ) for the children to respond to, that will further the child's thinking and move their learning on.
  - viii. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to the RQ and make improvements to their work.
  - ix. Teachers should highlight whether the child is working at an Emerging, Accomplished or an Exceeding standard for that piece of work.
  - x. Please see the homework policy regarding the marking of homework.
- g) In all pieces of work:
- b) Teachers will identify up to three spelling corrections per piece of work, as illustrated in 20b.

## 18. Marking guidelines for Y5 and Y6

- c) At least once a fortnight:
- ix. Teachers will take part in high quality focused marking in **English Books**. Teachers will look at a child's piece of work against the learning objective/success criteria/toolkit and will highlight good examples in pink (for perfect). This may be a word, paragraph or sentence.
  - x. Teachers will identify an area for improvement and highlight it green (for growth).
  - xi. A Response Question (RQ) will then be written at the end of the writing which relates to the green highlighted work for the children to respond to.
  - xii. Teachers will ensure there is time at the beginning of the next lesson for the children to respond to the RQ and make the improvements.
  - xiii. Teachers will not explicitly identify spelling corrections, but will mark the line where there is a spelling correction. As part of the next piece of work, children will look at the line where there is a spelling correction and try and identify the spelling mistake.

Children will use dictionaries to find the correct spelling to learn the skills of using a dictionary.

- d) At least once a fortnight:
  - vii. Teachers will take part in high quality focused marking in **Maths books** through the use of Response Questions.
  - viii. Teachers will move the learning forward by including a Response Question (RQ) which should include an improvement prompt. (See Appendix C for examples of improvement prompts in maths.)
  - ix. Teachers will ensure that there is time at the beginning of the next lesson for children to respond to marking and make improvements to their work/further their thinking.
- e) At least once a week:
- f) Teachers will choose a piece of **Discovery** work and mark it according to the three assessment criteria of 'Emerging, Accomplished and Exceeding' against the Learning Objective.
- g) Teachers will identify a Response Question (RQ) for the children to respond to, that will further the child's thinking and move their learning on.
- h) Teachers will ensure that there is time at the beginning of the next lesson for children to respond to the RQ and make improvements to their work.
- i) Teachers should highlight whether the child is working at an Emerging, Accomplished or an Exceeding standard for that piece of work.
- j) Please see the homework policy regarding the marking of homework.

### 19. General marking guidelines (including homework)

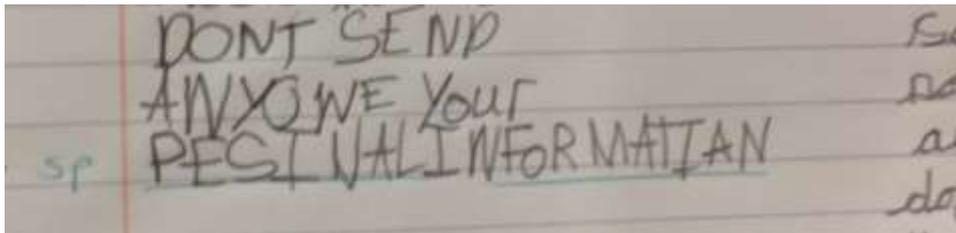
- a) All pieces of work should be acknowledged and where necessary, spelling corrections identified.
- b) For marking to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Wherever possible, work should be marked with the child. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the marking and feedback is likely to be ineffective.
- c) Teachers should ensure that they build in time at the beginning of their lessons for children to read through their marking and feedback and respond appropriately. Next steps will be identified in all subject marking through the use of response questions (RQ). Asking the children to edit an area of their work is a suitable RQ and this should be written underneath the child's work as other RQs would be written. The children should then edit their work in red pencil/pen, so that an improvement can be seen.
- d) Children could if appropriate, self-assess their work at the end of each lesson against the learning objective.
- e) All class teacher marking should be in green pen.
- f) Positive comments (both written and verbal) should reflect the school's 22 values, where possible.
- g) In order to ensure that marking is manageable and effective, comments should only be used to move the learning forward, in terms of achievement or children's self-esteem. Other ways to value self-esteem could be to reward House Points, Values Buttons, Stickers or Stampers. We recognise when secretarial marking, that not every piece of work will need a comment and that verbal feedback will have been given if necessary.
- h) During weeks where there are additional events e.g. Parents' Evenings, full day visits off site, one assessment week per term and the last week of each term, in depth marking is not required to be completed. Supply Teachers, Student Teachers, Teaching Assistants and

Higher Level Teaching Assistants (HLTAs) will follow this Assessment policy, ensuring that they use the marking code in all subjects marked.

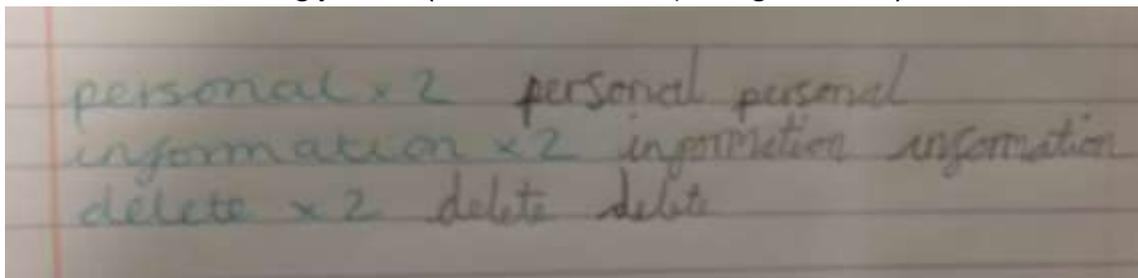
- i) When a child has marked their own work, teachers should monitor the quality but do not need to remark.

## 20. English across the curriculum

- a) One reason literacy is so important is that it enables pupils to learn and access all aspects of the curriculum. The ability to communicate, and to read and write effectively, maximises their chances of obtaining good qualifications (and important life skills) in all subjects – not just English.
- b) In all pieces of written work, a maximum of 1 spelling error for Y1, 2 spelling errors for Y2 and 3 spelling errors will be identified by the teacher. Sp will be written in the margin and the word that is incorrectly spelt should be underlined.



At the bottom of the piece of work, the spelling will be modelled correctly and then all spelling corrections should be written out twice correctly and written into the spelling section of the child's learning journal (maximum of 10 spellings a week).



- c) Teachers will use the marking code in all subjects. (See appendix A for marking code)

## 21. Success criteria

We will know if this policy is working if:

- a) There is evidence that work is being marked regularly;
- b) There is evidence that high quality focused marking is taking place in maths and English on a weekly basis;
- c) Marking informs future planning;
- d) Pupils acknowledge targets and next steps and work towards achieving them;
- e) There is evidence of verbal feedback happening across the school;
- f) There is evidence of the child and their peers being involved in the marking and feedback of their work.
- g) There is clear understanding of the assessment practices that are carried out by the school.

## 22. Monitoring

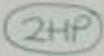
We will ensure that these guidelines are being used consistently throughout the school by monitoring that assessment practices are carried out on a regular basis. Book audits will be carried out to ensure that the marking policy is adhered to. This will be the responsibility of the Senior Leadership Team when carrying out monitoring activities and will involve middle leaders too. Feedback on the implementation of the policy will be given out at staff meetings or with individual members of staff. The Governing body will monitor the implementation of this policy.

### Appendix A – Assessment at Stamford Green Primary School

Autumn		Spring		Summer	
<b>YR-Y6</b>	Pupil Progress Review	<b>YR-Y6</b>	Pupil Progress Review	<b>YR-Y6</b>	Pupil Progress Review
<b>YR-Y6</b>	EHCP/Pathway plan targets reviewed and new targets written	<b>YR-Y6</b>	EHCP/Pathway plan targets reviewed and new targets written	<b>YR-Y6</b>	EHCP/Pathway plan targets reviewed and new targets written
<b>YR-Y6</b>	Request for Interventions completed.	<b>YR-Y6</b>	Request for Interventions completed.	<b>YR-Y6</b>	Request for Interventions completed.
<b>YR-Y6</b>	Parents' Evening Proformas	<b>YR-Y6</b>	Parents' Evening Proformas	<b>YR-Y6</b>	Annual Reports
<b>Y1-Y6</b>	Maths summary of learning completed half termly	<b>Y1-Y6</b>	Maths summary of learning completed half termly	<b>Y1-Y6</b>	Maths summary of learning completed half termly
<b>Y1-Y6</b>	Writing Assessment completed half termly	<b>Y1-Y6</b>	Writing Assessment completed half termly	<b>Y1-Y6</b>	Writing Assessment completed half termly
<b>Y2-Y6</b>	Reading comprehension test completed termly	<b>Y2-Y6</b>	Reading comprehension test completed termly	<b>Y2-Y6</b>	Reading comprehension test completed termly
<b>Y1</b>	Phonics Screening baseline assessment	<b>Y1</b>	Phonics Screening practice	<b>Y1</b>	Phonics Screening Test
<b>YR-Y1</b>	Letters and Sounds Tracking	<b>Y2</b>	Phonics Screening practice for those who did not pass in Y1	<b>Y2</b>	Phonics Screening Test for those who did not pass in Y1
<b>Y1-Y6</b>	High Frequency Words spelling test completed half termly	<b>YR-Y1</b>	Letters and Sounds tracking	<b>YR-Y1</b>	Letters and Sounds tracking
<b>Y6</b>	National Curriculum Tests practice	<b>Y1-Y6</b>	High Frequency Words spelling test completed half termly	<b>Y1-Y6</b>	High Frequency Words spelling test completed half termly
		<b>Y2 &amp; Y6</b>	National Curriculum Tests practice	<b>Y2 &amp; Y6</b>	National Curriculum Tests

# Appendix B – Marking Codes

## Marking Code for YR & Y1

Stamford Green Primary School – Marking Code for YR & Y1	
	I have made a capital letter mistake (write correction over the top of the mistake)
	I have made a punctuation mark mistake (circle the mistake)
RQ	I have a response question to answer
sp <u>spell</u>	I have made a spelling mistake (underline word and mark up in margin)
spelling x 2	Please write out your spelling corrections twice
	1 to 5 housepoints awarded
 Making good choices	Values button awarded (please state which value has been demonstrated)
	I need to use finger spaces
	I need to use capital letters in the correct place
 g x 5	I need to write this letter, making sure I form it correctly (please write out the letter)
	I need to use full stops
	I need to hold my pencil correctly
	I need to write correctly on the line
	I need to look carefully and check my work
	I need to listen carefully to the instructions given
	This is a good example of the learning objective or success criteria

# Marking Code for Y2-Y6

Stamford Green Primary School – Marking Code for Y2-Y6	
A	I have made a capital letter mistake (write correction over the top of the mistake)
○	I have made a punctuation mark mistake (circle the mistake)
RQ	I have a Response question to answer
sp <u>spell</u>	I have made a spelling mistake (underline word and mark sp in margin)
spelling x 2	Please write out your spelling corrections twice
2HP	1 to 5 housepoints awarded
VB Making good choices	Values button awarded (please state which value has been demonstrated)
?	Does this make sense?
Λ	Something is missing
//	A new paragraph is needed
x	Incorrect
✓	Correct
✓✓	Good
✓✓✓	Excellent
RQ	I have a Response Question to answer
	This is a good example of the learning objective or success criteria
	You could improve your work further here

## Appendix C – Improvement prompts

Useful closing the gap improvement prompts are:

- A reminder prompt (e.g. what else could you say about the prince's clothes?);
- A scaffolded prompt (e.g. what was the monster doing?, The monster was so angry that he...)
- An example prompt (e.g. 'choose one of these for your own; He growled so loudly that the birds fell off the trees/The monster ran away from the children).

All children should receive a comment which will extend their thinking.

### Examples of improvement prompts in maths

#### Year R

WALT: Recognise numbers 0-10

*Scaffold prompt: Can you order these numbers in a different way?*

*Reminder prompt: What is wrong with number ...?*

#### Year 2

WALT: Use the mathematical name for 2D shapes

*Scaffold prompt: I have 3 sides and 3 corners. What am I?*

*Example prompt: Is this shape a hexagon? How do you know?*

#### Year 3

WALT: Find a small difference by counting up from the smaller to the larger number

*Reminder prompt: Three answers are wrong. Find them and see if you can work out why.*

#### Year 4

WALT: Develop and refine + or – of two whole numbers less than 1000.

*Reminder prompt: Could you show another method for solving question 3?*

*Scaffold prompt: Check your answers using subtraction. How can you do this?*

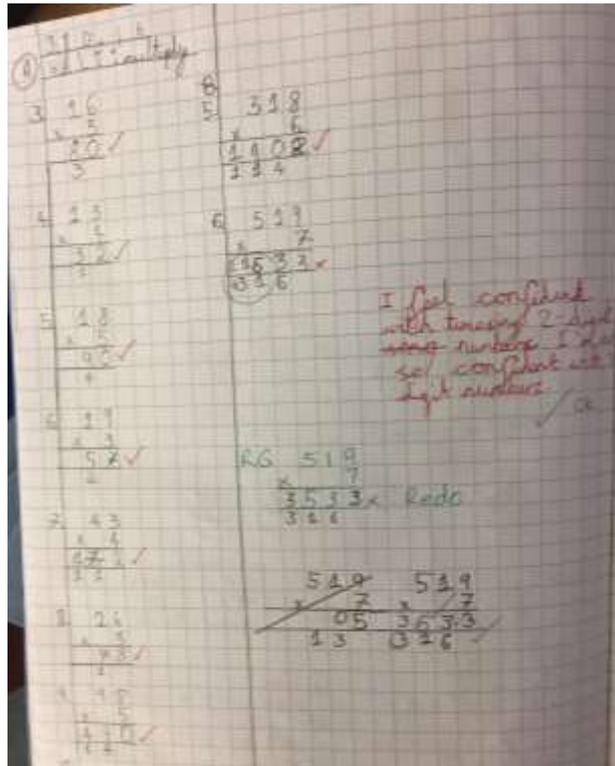
*Example prompt: Now try this sum using larger numbers.*

*Example prompt: Try this problem. On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday?*

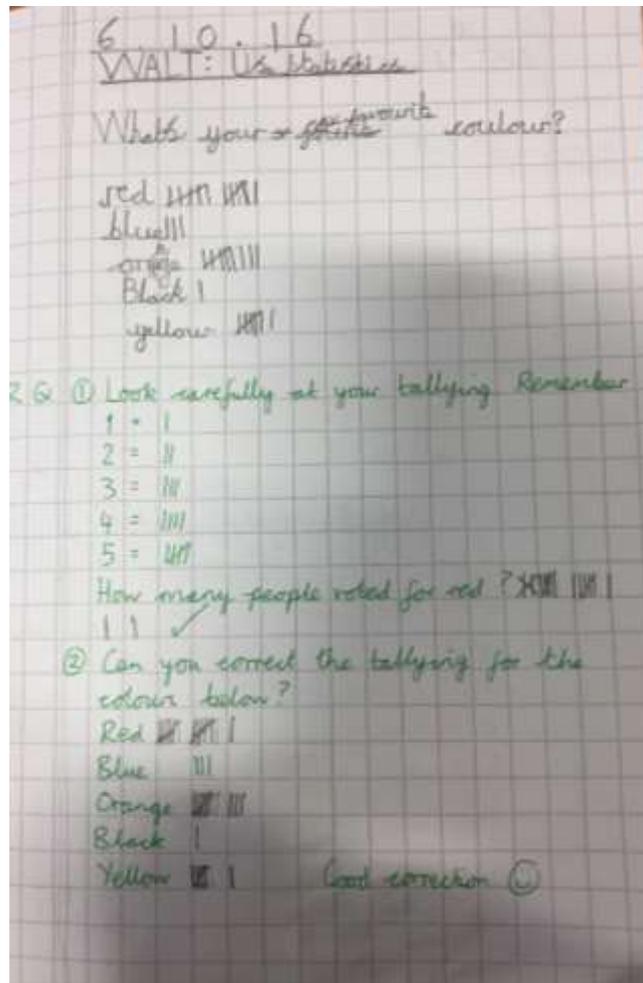


# Appendix E – Examples of Maths Marking

Year 5



Year 3



# Appendix F – Examples of Discovery Book marking

Year 6

History assessment – understand chronology		I can identify a period in history of rapid change.
I am emerging	I am accomplished	I am exceeding

I think I got accomplished as I have ~~to~~ put a little detail but not quite enough for exceeding. You've explained every step of the way! ☺ IUB = effort  
 peace x2 peace peace  
 either x2 either  
 went x2 either  
 went went.

RQ: Why was Ruby Bridges a significant figure?  
 Ruby Bridges was a significant figure because she went to ~~at~~ an all white school.

Year 2

15.8.2a  
 15.8.2a Move with careful control and coordination.

PE Assessment Dancing	Move with careful control and coordination.	
I am emerging	I am accomplished	I am exceeding



RQ: How could you improve your dance?  
 I could use more ~~more~~ more in my arms.