


Key Stage 3 Assessment

Threshold Model

We have chosen to use four thresholds (**Foundation, Developing, Secure and Excellence**) as a framework for analysing a student's depth of knowledge. These thresholds represent the steps to mastering the core knowledge (tactic, disciplinary, procedural, substantive, declarative) in a subject. Where previously students have been given a National Curriculum Level, they will now receive feedback, on key pieces of assessed work (identified in the subject curriculum maps), indicating the level of mastery they have achieved, using the **threshold** descriptors or threshold linked grade boundaries. Below is a table that provides generic criteria for each of the thresholds.

Threshold	Level of knowledge and understanding	Generic criteria
Foundation	<div style="text-align: center;"> Surface  Deep </div>	Limited conceptual understanding. Single idea. At this stage, the student only knows about the basic concept of the task/skill or the subject content.
Developing		Many ideas. Can describe skills and concepts. Students are developing more knowledge and show an understanding of several key ideas.
Secure		Can link and relate ideas. Uses strategies for thinking and reasoning. Students are secure with subject knowledge and can link and integrate ideas which show a coherent understanding of the whole.
Excellence		Can extend and apply ideas. Extended thinking. Students are excelling and going beyond their current line of study and can rethink their ideas and understanding and approach or apply in a new way.

Test score %	Threshold
75-100	Excellence
50-75	Secure
25-50	Developing
0-25	Foundation

% are illustrative only.

Figure 2: Generic descriptions of Threshold criteria/boundaries