Criterion A: Comprehending spoken and visual text (Phase 1)

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages**minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages**adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages**considerably** with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: Comprehending written and visual text (Phase 1)

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic aspects of format and style, and author’s purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic aspects of format and style, and author’s purpose for writing iii. engages**minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic aspects of format and style, and author’s purpose for writing iii. engages**adequately** with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. identifies **most** basic facts, messages, main ideas and supporting details ii. has **considerable** awareness of basic aspects of format and style, and author’s purpose for writing iii. engages**considerably** with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (Phase 1)

**Maximum: 8**

At the end of phase 1, students should be able to:

i. respond appropriately to simple short phrases

ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language

iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

iv. communicate with a sense of audience.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. makes **limited** attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **minimal** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with a **limited** sense of audience.  |  |
| 3–4  | i. responds to simple short phrases and basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses **some** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics iv. communicates with **some** sense of audience.  |  |
| 5–6  | i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics iv. communicates with a **considerable** sense of audience. |  |
| 7–8  | i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience. |  |

Criterion D: Using language in spoken and written form (Phase 1)

**Maximum: 8**

At the end of phase 1, students should be able to:

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize basic information and use a range of basic cohesive devices

iii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information, and basic cohesive devices are **not used** iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and uses a **limited** range of basic cohesive devices **accurately** iii. **usually**uses language to suit the context.  |  |
| 7–8  | The student: i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy ii. organizes basic information **clearly** and uses a range of basic cohesive devices **accurately** iii. uses language **effectively** to suit the context. |  |

Criterion A: Comprehending spoken and visual text (Phase 2)

**Maximum: 8**

At the end of phase 2, students should be able to:

i. show understanding of messages, main ideas and supporting details

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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| **Achievement level**  | **Level descriptor**  | **Task-Specific Language** |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. shows **minimal** understanding of messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages**minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. shows **some** understanding of messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages**adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. shows **considerable** understanding of messages, main ideas and supporting details ii. has **considerable** awareness of basic conventions iii. engages**considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. shows **excellent** understanding of messages, main ideas and supporting details ii. has **excellent** awareness of basic conventions iii. engages**thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: comprehending written and visual text (Phase 2)

**Maximum: 8**

At the end of phase 2, students should be able to:

i. identify basic facts, main ideas and supporting details, and draw conclusions

ii. recognize basic conventions including aspects of format and style, and author’s purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions ii. has **limited** awareness of basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions ii. recognizes **some** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. identifies **most** basic facts, main ideas and supporting details, and draws conclusions ii. recognizes **most** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. clearly identifies basic facts, main ideas and supporting details, and draws conclusions ii. clearly recognizes basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (Phase 2)

**Maximum: 8**

At the end of phase 2, students should be able to:

i. respond appropriately to spoken, written and visual text

ii. interact in basic structured exchanges

iii. use phrases to communicate ideas, feelings and information in familiar situations

iv. communicate with a sense of audience.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | . makes **limited** attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in basic structured exchanges iii. uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations iv. communicates with a **limited** sense of audience.  |  |
| 3–4  | i. responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in basic structured exchanges iii. uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience.  |  |
| 5–6  | i. responds **appropriately** to simple short phrases and basic information in spoken, written and visual text ii. interacts **considerably** in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience. |  |
| 7–8  | i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience. |  |

Criterion D: Using language in spoken and written form (Phase 2)

**Maximum: 8**

At the end of phase 2, students should be able to:

i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** basic information and ideas, and basic cohesive devices are **not used** iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** basic information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | The student: i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually**uses language to suit the context. |  |
| 7–8  | The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context. |  |

Criterion A: Comprehending spoken and visual text (Phase 3)

i. show understanding of information, main ideas and supporting details, and draw conclusions

ii. understand conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of conventions iii. engages**minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. has **some** understanding of conventions iii. engages**adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole. |  |
| 5–6  | i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. has considerable understanding of conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows considerable understanding of the content, context and concepts of the text as a whole.  |  |
| 7–8  | i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. has excellent understanding of conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: Comprehending written and visual text (Phase 3)

i. show understanding of information, main ideas and supporting details, and draw conclusions

ii. understand basic conventions including aspects of format and style, and author’s purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions ii. has **limited** understanding of basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions ii. understands **some** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions ii. understands **most** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (Phase 3)

i. respond appropriately to spoken, written and visual text

ii. interact in rehearsed and unrehearsed exchanges

iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv. communicate with a sense of audience and purpose.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. interacts **minimally** in rehearsed and unrehearsed exchanges iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations iv. communicates with a **limited** sense of audience and purpose.  |  |
| 3–4  | The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. interacts **to some degree** in rehearsed and unrehearsed exchanges iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.  |  |
| 5–6  | The student: i. responds **appropriately** to spoken, written and visual text ii. interacts **considerably** in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose.  |  |
| 7–8  | The student: i. responds **in detail** and **appropriately** to spoken, written and visual text ii. interacts **confidently** in rehearsed and unrehearsed exchanges iii. **effectively** expresses **a wide range** of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of audience and purpose |  |

Criterion D: Using language in spoken and written form (Phase 3)

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information and ideas, and basic cohesive devices are **not used** iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** iii. **usually**uses language to suit the context. |  |
| 7–8  | i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context. |  |

Criterion A: Comprehending spoken and visual text (Phase 4)

i. construct meaning and draw conclusions from information, main ideas and supporting details

ii. interpret conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting conventions iii. engages**minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details ii. interprets **some** conventions iii. engages**adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole. |  |
| 5–6  | i. constructs considerable meaning and draws conclusions from information, main ideas and supporting details ii. interprets most conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows considerable understanding of the content, context and concepts of the text as a whole.  |  |
| 7–8  | i. constructs extensive meaning and draws conclusions from information, main ideas and supporting details ii. interprets conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: Comprehending written and visual text (Phase 4)

i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; is **not able** to draw conclusions ii. **has difficulty** interpreting basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions ii. interprets **some** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets **most** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (4)

i. respond appropriately to spoken, written and visual text

ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance

iii. express ideas and feelings, and communicate information in simple and complex texts

iv. communicate with a sense of audience and purpose.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas and feelings, and communicates **minimal** information in simple and complex texts iv. communicates with a **limited** sense of audience and purpose.  |  |
| 3–4  | i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas and feelings, and communicates **some** information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with **some** sense of audience and purpose.  |  |
| 5–6  | i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a **considerable** sense of audience and purpose. |  |
| 7–8  | i. responds in detail and appropriately to spoken, written and visual text ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance iii. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose. |  |

Criterion D: Using language in spoken and written form (Phase 4)

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas into a structured text; use a wide range of cohesive devices

iii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | The student: i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | The student: i. writes/speaks making **good** use of a range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not inter fere with comprehensibility ii. organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately** iii. **usually**uses language to suit the context. |  |
| 7–8  | The student: i. writes/speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message iii. uses language effectively to suit the context. |  |

Criterion A: Comprehending spoken and visual text (5)

i. analyse and draw conclusions from information, main ideas and supporting details

ii. analyse conventions

iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing conventions iii. engages**minimally** with the spoken and visual text by analysing**few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective.. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | The student: i. analyses **adequately** and draws some conclusions from information, main ideas and supporting details ii. analyses **some** conventions iii. engages**adequately** with the spoken and visual text by analysing**some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | The student: i. analyses considerably and draws conclusions from information, main ideas and supporting details ii. analyses most conventions iii. engages considerably with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows considerable understanding of the content, context and concepts of the text as a whole.  |  |
| 7–8  | The student: i. analyses thoroughly and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages thoroughly with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: Comprehending written and visual text (5)

i. analyse and draw conclusions from information, main ideas and supporting details

ii. analyse basic conventions including aspects of format and style, and author’s purpose for writing

iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**minimally** with the written and visual text by analysing**few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | The student: i. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. analyses **some** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**adequately** with the written and visual text by analysing**some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** basic conventions including aspects of format and style, and author’s purpose for writing iii. engages**considerably** with the written and visual text by analysing**most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | The student: i. analyses thoroughly and draws conclusions from information, main ideas and supporting details ii. analyses basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (Phase 5)

i. respond appropriately to spoken, written and visual text

ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance

iii. express ideas, opinions and feelings, and communicate information in a wide range of situations

iv. communicate with a sense of register, purpose and style.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations iv. communicates with a **limited** sense of register, purpose and style.  |  |
| 3–4  | The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed iv. communicates**with** some sense of register, purpose and style.  |  |
| 5–6  | The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style. |  |
| 7–8  | The student: i. responds in detail and appropriately to spoken, written and visual text ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of situations; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an excellent sense of register, purpose and style. |  |

Criterion D: Using language in spoken and written form Phase 5

i. write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency

i. organize information and ideas; use a wide range of cohesive devices

ii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are **not used** iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** iii. **usually**uses language to suit the context.  |  |
| 7–8  | The student: i. writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy ii. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas iii. uses language **effectively** to suit the context. |  |

Criterion A: Comprehending spoken and visual text (6)

i. evaluate and draw conclusions from information, main ideas and supporting details

ii. interpret the author’s choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages**minimally** with the spoken and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details in social and academic situations ii. **adequately** interprets the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages**adequately** with the spoken and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole. |  |
| 5–6  | i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets to some degree the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows considerable understanding of the content, context and concepts of the text as a whole.  |  |
| 7–8  | i. evaluates thoroughly and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages thoroughly with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion B: Comprehending written and visual text (6)

i. evaluate and draw conclusions from information, main ideas and supporting details

ii. interpret the author’s choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages**minimally** with the written and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |  |
| 3–4  | i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. **adequately** interprets the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages**adequately** with the written and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.  |  |
| 5–6  | i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details ii. interprets **to some degree** the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages**considerably** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |  |
| 7–8  | i. evaluates thoroughly and draws conclusions from information, main ideas and supporting details ii. interprets the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages thoroughly with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows thorough understanding of the content, context and concepts of the text as a whole. |  |

Criterion C: Communicating in response to spoken, written and visual text (Phase 6)

i. respond appropriately to spoken, written and visual text

ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance

iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts

iv. communicate with a sense of register, purpose and style.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** ii. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various social and academic contexts iv. communicates with a **limited** sense of register, purpose and style.  |  |
| 3–4  | The student: i. responds to spoken, written and visual text, though **some responses may be inappropriate** ii. engages **to some degree** in rehearsed and unrehearsed complex exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of social and academic contexts; ideas are not always relevant or detailed iv. communicates with **some** sense of register, purpose and style.  |  |
| 5–6  | The student: i. responds **appropriately** to spoken, written and visual text ii. engages **considerably** in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of social and academic contexts; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style. |  |
| 7–8  | The student: i. responds in detail and appropriately to spoken, written and visual text ii. engages confidently in rehearsed and unrehearsed complex exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of social and academic contexts; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an excellent sense of register, purpose and style. |  |

Criterion D: Using language in spoken and written form (6) i. write and speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique

ii. organize information and ideas; use a wide range of cohesive devices

iii. use language to suit the context.

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| **Achievement level**  | **Level descriptor**  |  |
| 0  | The student **does not** reach a standard described by any of the descriptors below.  |  |
| 1–2  | The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes **limited** information, and cohesive devices are not used iii. makes**minimal** use of language to suit the context.  |  |
| 3–4  | The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** oratory technique ii. organizes **some** information and ideas, and uses a range of cohesive devices, not always **appropriately** iii. uses language to suit the context to **some degree**.  |  |
| 5–6  | The student: i. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; uses **good** oratory technique ii. organizes information and ideas **well**, and uses a **wide range** of cohesive devices **accurately** iii. **usually**uses language to suit the context.  |  |
| 7–8  | The student: i. writes/speaks **effectively** using a **wide range** of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** oratory technique ii. organizes information and ideas **into a logical and well-structured text**; uses a wide range of cohesive devices **accurately and effectively** iii. uses language **effectively** to suit the context. |  |