

Phase 1

Criterion A: Comprehending spoken and visual text

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

- 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> identifies minimal basic facts, messages, main ideas and supporting details has limited awareness of basic conventions engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	
		The student:	

3-4	3-4	<p>identifies some basic facts, messages, main ideas and supporting details</p> <p>has some awareness of basic conventions</p> <p>engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</p> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5-6	5-6	<p>The student:</p> <p>identifies most basic facts, messages, main ideas and supporting details</p> <p>has considerable awareness of basic conventions</p> <p>engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	
7-8	7-8	<p>The student:</p> <p>clearly identifies basic facts, messages, main ideas and supporting details</p> <p>has excellent awareness of basic conventions</p> <p>engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows thorough understanding</p>	

		of the content, context and concepts of the text as a whole.	
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Criterion B: Comprehending written and visual text

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

- 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> identifies minimal basic facts, messages, main ideas and supporting details has limited awareness of basic aspects of format and style, and author's purpose for writing 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	3-4	<p>The student:</p> <ul style="list-style-type: none"> identifies some basic facts, messages, main ideas and supporting details has some awareness of basic aspects of format and style, and author’s purpose for writing engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> identifies most basic facts, messages, main ideas and supporting details has considerable awareness of basic aspects of format and style, and author’s purpose for writing engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	
7-8	7-8	<p>The student:</p> <ul style="list-style-type: none"> clearly identifies basic facts, messages, main ideas and supporting details has excellent awareness of basic aspects of format and 	

		<p>style, and author’s purpose for writing</p> <p>engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	
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Criterion C: Communicating in response to spoken and/or written and/or visual text

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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student:	

		<p>makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate</p> <p>interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>communicates with a limited sense of audience.</p>	
3-4	3-4	<p>The student: responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate</p> <p>interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>communicates with some sense of audience.</p>	
5-6	5-6	<p>The student: responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>interacts considerably in simple and rehearsed</p>	

		<p>exchanges, using verbal and non-verbal language</p> <p>uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics</p> <p>communicates with a considerable sense of audience.</p>	
7-8	7-8	<p>The student:</p> <p>responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics</p> <p>communicates with an excellent sense of audience.</p>	

Criterion D: Using language in spoken and/or written form

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

- i. write and/or 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: 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 organizes limited basic information, and basic cohesive devices are not used makes minimal use of language to suit the context.	
3-4	3-4	The student: writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some	

		<p>inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult</p> <p>organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately</p> <p>uses language to suit the context to some degree.</p>	
5-6	5-6	<p>The student: 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</p> <p>organizes basic information and uses a limited range of basic cohesive devices accurately</p> <p>usually uses language to suit the context.</p>	
7-8	7-8	<p>The student: 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</p> <p>organizes basic information clearly and uses a range of basic cohesive devices accurately</p> <p>uses language effectively to suit the context.</p>	

Phase 2

Criterion A: Comprehending spoken and visual text

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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> shows minimal understanding of messages, main ideas and supporting details has limited awareness of basic conventions engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	
		The student:	

3-4	3-4	<p>shows some understanding of messages, main ideas and supporting details</p> <p>has some awareness of basic conventions</p> <p>engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</p> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5-6	5-6	<p>The student:</p> <p>shows considerable understanding of messages, main ideas and supporting details</p> <p>has considerable awareness of basic conventions</p> <p>engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	
7-8	7-8	<p>The student:</p> <p>shows excellent understanding of messages, main ideas and supporting details</p> <p>has excellent awareness of basic conventions</p> <p>engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows thorough understanding</p>	

		of the content, context and concepts of the text as a whole.	
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Criterion B: Comprehending written and visual text

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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing engages minimally with the written and visual text by identifying few ideas, 	

		<p>opinions and attitudes; has difficulty making a personal response to the text.</p> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions recognizes some basic conventions including aspects of format and style, and author's purpose for writing engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> identifies most basic facts, main ideas and supporting details, and draws conclusions recognizes most basic conventions including aspects of format and style, and author's purpose for writing engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understand</p>	

		ding of the content, context and concepts of the text as a whole.	
7-8	7-8	<p>The student:</p> <p>clearly identifies basic facts, main ideas and supporting details, and draws conclusions</p> <p>clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing</p> <p>engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	

Criterion C: Communicating in response to spoken and/or written and/or visual text

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

- i. respond appropriately to spoken and/or written and/or 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		

0	0	The student does not reach a standard described by any of the descriptors below.	
1–2	1-2	<p>The student:</p> <p>makes limited attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are often inappropriate</p> <p>interacts minimally in basic structured exchanges</p> <p>uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations</p> <p>communicates with a limited sense of audience.</p>	
3–4	3-4	<p>The student:</p> <p>responds to simple short phrases and some basic information in spoken and/or written and/or visual text, though some responses may be inappropriate</p> <p>interacts to some degree in basic structured exchanges</p> <p>uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed</p> <p>communicates with some sense of audience.</p>	
5–6	5-6	The student: responds appropriately to simple short phrases and basic information in spoken	

		<p>and/or written and/or visual text</p> <p>interacts considerably in basic structured exchanges</p> <p>uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed</p> <p>communicates with a considerable sense of audience.</p>	
7-8	7-8	<p>The student:</p> <p>responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>interacts confidently in basic structured exchanges</p> <p>uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples</p> <p>communicates with an excellent sense of audience.</p>	

Criterion D: Using language in spoken and/or written form

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

- i. write and/or 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>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</p> <p>organizes limited basic information and ideas, and basic cohesive devices are not used</p> <p>makes minimal use of language to suit the context.</p>	
3-4	3-4	The student: writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some	

		<p>inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult</p> <p>organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</p> <p>uses language to suit the context to some degree.</p>	
5-6	5-6	<p>The student: 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</p> <p>organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>usually uses language to suit the context.</p>	
7-8	7-8	<p>The student: 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</p> <p>organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is</p>	

		<p>a logical structure and cohesive devices add clarity to the message</p> <p>uses language effectively to suit the context.</p>	
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Phase 3

Criterion A: Comprehending spoken and visual text

At the end of phase 3, students should be able to:

- 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions has limited understanding of conventions 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. <p>The student shows limited understanding of</p>	

		the content, context and concepts of the text as a whole.	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> shows some understanding of information, main ideas and supporting details, and draws some conclusions has some understanding of conventions 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5-6	5-6	<p>The student:</p> <ul style="list-style-type: none"> shows considerable understanding of information, main ideas and supporting details, and draws conclusions has considerable understanding of conventions 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	
7-8	7-8	<p>The student:</p> <ul style="list-style-type: none"> shows excellent understanding of information, main ideas and supporting details, and draws conclusions has excellent understanding of conventions 	

		<p>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.</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	
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Criterion B: Comprehending written and visual text

At the end of phase 3, students should be able to:

- 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

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>shows minimal understanding of information, main ideas and supporting details, and</p>	

		<p>is not able to draw conclusions</p> <p>has limited understanding of basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>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.</p> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	
3–4	3-4	<p>The student:</p> <p>shows some understanding of information, main ideas and supporting details, and draws some conclusions</p> <p>understands some basic conventions including aspects of format and style, and author’s purpose for writing</p> <p>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.</p> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	
5–6	5-6	<p>The student:</p> <p>shows considerable understanding of information, main ideas and supporting details, and draws conclusions</p>	

		<p>understands most basic conventions including aspects of format and style, and author's purpose for writing</p> <p>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.</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	
7-8	7-8	<p>The student: shows excellent understanding of information, main ideas and supporting details, and draws conclusions</p> <p>clearly understands basic conventions including aspects of format and style, and author's purpose for writing</p> <p>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.</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	

Criterion C: Communicating in response to spoken and/or written and/or visual text

At the end of phase 3, students should be able to:

- i. respond appropriately to spoken and/or written and/or 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate interacts minimally in rehearsed and unrehearsed exchanges expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations communicates with a limited sense of audience and purpose. 	

3-4	3-4	<p>The student: responds to spoken and/or written and/or visual text, though some responses may be inappropriate</p> <p>interacts to some degree in rehearsed and unrehearsed exchanges</p> <p>expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</p> <p>communicates with some sense of audience and purpose.</p>	
5-6	5-6	<p>The student: responds appropriately to spoken and/or written and/or visual text</p> <p>interacts considerably in rehearsed and unrehearsed exchanges</p> <p>expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</p> <p>communicates with a considerable sense of audience and purpose.</p>	
7-8	7-8	<p>The student: responds in detail and appropriately to spoken and/or written and/or visual text</p> <p>interacts confidently in rehearsed and unrehearsed exchanges</p> <p>effectively expresses a wide range of ideas and feelings and communicates</p>	

		<p>information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</p> <p>communicates with an excellent sense of audience and purpose.</p>	
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Criterion D: Using language in spoken and/or written form

At the end of phase 3, students should be able to:

- i. write and/or 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.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <p>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</p>	

		<p>organizes limited information and ideas, and basic cohesive devices are not used</p> <p>makes minimal use of language to suit the context.</p>	
3-4	3-4	<p>The student: 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</p> <p>organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</p> <p>uses language to suit the context to some degree.</p>	
5-6	5-6	<p>The student: 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</p> <p>organizes information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>usually uses language to suit the context.</p>	
7-8	7-8	<p>The student: writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions</p>	

		<p>accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>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</p> <p>uses language effectively to suit the context.</p>	
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