

# Criterion A: Comprehending spoken and visual text

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.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Feedback: \_\_\_\_\_

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- 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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Feedback: \_\_\_\_\_

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## Criterion B: comprehending written and visual text

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.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li> <li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Feedback: \_\_\_\_\_

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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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li> <li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Feedback: \_\_\_\_\_

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

Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ol>

Feedback: \_\_\_\_\_

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

Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ol>

Feedback: \_\_\_\_\_

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

Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	The student: <ol style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ol>

Feedback: \_\_\_\_\_

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

Maximum: 8

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
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>

Achievement level	Level descriptor
7–8	The student: <ol style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ol>

Feedback: \_\_\_\_\_

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