

Language acquisition assessment criteria: Phase 1

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- iv. identify basic facts, messages, main ideas and supporting details
- v. recognize basic conventions
- vi. 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 does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p> |
| 5–6 | <p>The student:</p> <ul style="list-style-type: none"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting detailsii. has excellent awareness of basic conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

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 |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting detailsii. has excellent awareness of basic aspects of format and style, and author's purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <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, written and visual text

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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> 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

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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |

Language acquisition assessment criteria: Phase 2

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 does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

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

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 does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, main ideas and supporting details, and draws conclusionsii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <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, written and visual text

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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> i. 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 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|--|
| 7–8 | <p>The student:</p> <ul style="list-style-type: none">i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual textii. interacts confidently in basic structured exchangesiii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examplesiv. communicates with an excellent sense of audience. |

Criterion D: Using language in spoken and written form

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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|---|
| 7–8 | <p>The student:</p> <ol style="list-style-type: none"><li data-bbox="435 405 1331 539">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<li data-bbox="435 555 1331 651">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<li data-bbox="435 667 1331 703">iii. uses language effectively to suit the context. |

Language acquisition assessment criteria: Phase 3

Criterion A: Comprehending spoken and visual text

Maximum: 8

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 |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable 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"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

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 |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ol style="list-style-type: none"><li data-bbox="435 405 1331 472">i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions<li data-bbox="435 488 1331 555">ii. clearly understands basic conventions including aspects of format and style, and author's purpose for writing<li data-bbox="435 571 1331 667">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. <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, written and visual text

Maximum: 8

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

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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

Maximum: 8

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

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|--|
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> 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. |

Language acquisition assessment criteria: Phase 4

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable 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"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> 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. <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, written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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 | The student: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> 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

Maximum: 8

At the end of phase 4, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 interfere 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. |

| Achievement level | Level descriptor |
|-------------------|---|
| 7–8 | <p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="435 405 1334 533">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 <li data-bbox="435 555 1334 616">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 <li data-bbox="435 638 1334 663">iii. uses language effectively to suit the context. |

Language acquisition assessment criteria: Phase 5

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 5, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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.. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable 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"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> 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. <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, written and visual text

Maximum: 8

At the end of phase 5, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|---|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"> 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

Maximum: 8

At the end of phase 5, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |

Language acquisition assessment criteria: Phase 6

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable 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"> 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. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ol style="list-style-type: none"> 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. <p>The student shows limited 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"> 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. <p>The student shows some 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"> 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. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none">i. evaluates thoroughly and draws conclusions from information, main ideas and supporting detailsii. interprets the author's choice of style, format and ideas to suit an intended audience and purposeiii. 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. <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, written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |

| Achievement level | Level descriptor |
|-------------------|--|
| 7-8 | <p>The student:</p> <ul style="list-style-type: none"><li data-bbox="435 405 1331 439">i. responds in detail and appropriately to spoken, written and visual text<li data-bbox="435 454 1331 555">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<li data-bbox="435 571 1331 701">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<li data-bbox="435 716 1331 750">iv. communicates with an excellent sense of register, purpose and style. |

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 6, students should be able to:

- 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.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. |