

Name :

Language acquisition Phase 1

Group :

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

Name :

Language acquisition Phase 1

Group :

<p>C : Communicating in response to spoken, written and visual text</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>iv. communicates with a limited sense of audience.</p>	<p>The student:</p> <p>i. responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate</p> <p>ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>iv. communicates with some sense of audience.</p>	<p>The student :</p> <p>i. responds appropriately to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics</p> <p>iv. communicates with a considerable sense of audience.</p>	<p>The student:</p> <p>i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics</p> <p>iv. communicates with an excellent sense of audience.</p>
<p>D : Using language in spoken and written form</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes limited basic information, and basic cohesive devices are not used</p> <p>iii. makes minimal use of language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes basic information and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes basic information clearly and uses a range of basic cohesive devices accurately</p> <p>iii. uses language effectively to suit the context.</p>

Name :

Phase 3 Language acquisition

Group :

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

Name :

Phase 3 Language acquisition

Group :

<p>C : Communicating in response to spoken, written and visual text</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in rehearsed and unrehearsed exchanges</p> <p>iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations</p> <p>iv. communicates with a limited sense of audience and purpose.</p>	<p>The student:</p> <p>i. responds to spoken, written and visual text, though some responses may be inappropriate</p> <p>ii. interacts to some degree in rehearsed and unrehearsed exchanges</p> <p>iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</p> <p>iv. communicates with some sense of audience and purpose.</p>	<p>The student :</p> <p>i. responds appropriately to spoken, written and visual text</p> <p>ii. interacts considerably in rehearsed and unrehearsed exchanges</p> <p>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</p> <p>iv. communicates with a considerable sense of audience and purpose.</p>	<p>The student:</p> <p>i. responds in detail and appropriately to spoken, written and visual text</p> <p>ii. interacts confidently in rehearsed and unrehearsed exchanges</p> <p>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</p> <p>iv. communicates with an excellent sense of audience and purpose.</p>
<p>D : Using language in spoken and written form</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes limited information and ideas, and basic cohesive devices are not used</p> <p>iii. makes minimal use of language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>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</p> <p>iii. uses language effectively to suit the context.</p>

Name :

Phase 3 Language acquisition

Group :

Name :

Phase 5 Language acquisition

Group :

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

Name :

Phase 5 Language acquisition

Group :

<p>C : Communicating in response to spoken, written and visual text</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate</p> <p>ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</p> <p>iii. expresses few ideas and feelings, and communicates minimal information in various situations</p> <p>iv. communicates with a limited sense of register, purpose and style.</p>	<p>The student:</p> <p>i. responds to spoken, written and visual text, though some responses may be inappropriate</p> <p>ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance</p> <p>iii. expresses some ideas, opinions and feelings, and communicates some information in a range of situations; ideas are not always relevant or detailed</p> <p>iv. communicates with some sense of register, purpose and style.</p>	<p>The student :</p> <p>i. responds appropriately to spoken, written and visual text</p> <p>ii. engage considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</p> <p>iii. expresses ideas and feelings, and communicates information in a range of situations; ideas are relevant and detailed</p> <p>iv. communicates with a considerable sense of register, purpose and style.</p>	<p>The student:</p> <p>i. responds in detail and appropriately to spoken, written and visual text</p> <p>ii. engage 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</p> <p>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</p> <p>iv. communicates with an excellent sense of register, purpose and style.</p>
<p>D : Using language in spoken and written form</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes limited information, and cohesive devices are not used</p> <p>iii. makes minimal use of language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes information and ideas well, and uses a range of cohesive devices accurately</p> <p>iii. usually uses language to suit the context.</p>	<p>The student :</p> <p>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</p> <p>ii. organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately, enhancing the development of ideas</p> <p>iii. uses language effectively to suit the context.</p>