Language acquisition Phase

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

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language to suit the context.

Name :		Language ac	cquisition Phase 1		Group:
C: Communicating in response to spoken, written and visual text	The student does not reach a standard described by any of the descriptors below.	The student: 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	The student: 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	The student: 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.	The student: 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.
D: Using language in spoken and written form	The student does not reach a standard described by any of the descriptors below.	iv. communicates with a limited sense of audience. The student: i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately	The student: i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and uses a limited range of basic cohesive devices accurately	The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to

iii. uses language to suit the

context to **some degree**.

suit the context.

iii. usually uses language to suit

the context.

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Levels Criterions	0	1-2	3-4	5-6	7-8
	The student does not reach a standard described by any of the descriptors	The student: i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions	The student: i. shows some understanding of information, main ideas and supporting details, and draws some conclusions	The student: i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions	The student: i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions
	below.	ii. has limited understanding of conventions	ii. has some understanding of conventions	ii. has considerable understanding of conventions	ii. has excellent understanding of conventions
A: Comprehending spoken and visual text		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.	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.	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.	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 limited understanding of the content, context and concepts of the text as a whole.	The student shows some understanding of the content, context and concepts of the text as a whole.	The student shows considerable understanding of the content, context and concepts of the text as a whole.	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	The student: i. shows some understanding of information, main ideas and supporting details, and draws some conclusions	The student : i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions	The student: i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions
		ii. has limited understanding of basic conventions including aspects of format and style, and author's purpose for writing	ii. understands some basic conventions including aspects of format and style, and author's purpose for writing	ii. understands most basic conventions including aspects of format and style, and author's purpose for writing	ii. clearly understands 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.	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.	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.	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 limited understanding of the content, context and concepts of the text as a whole.	The student shows some understanding of the content, context and concepts of the text as a whole.	The student shows considerable understanding of the content, context and concepts of the text as a whole.	The student shows thorough understanding of the content, context and concepts of the text as a whole.

Phase 3 Language acquisition

	The student does	The student :	The student:	The student :	The student:
	not reach a	i. makes limited attempt to	i. responds to spoken, written	i. responds appropriately to	i. responds in detail and
	standard	respond to spoken, written and	and visual text, though some	spoken, written and visual text	appropriately to spoken,
	described by any	visual text; responses are often	responses may be		written and visual text
	of the descriptors	inappropriate	inappropriate	ii. interacts considerably in	
	below.	The state of the s	The state of the s	rehearsed and unrehearsed	ii. interacts confidently in
		ii. interacts minimally in	ii. interacts to some degree in	exchanges	rehearsed and unrehearsed
C :		rehearsed and unrehearsed	rehearsed and unrehearsed	exertanges	exchanges
Communicating		exchanges	exchanges	iii. expresses ideas and feelings	onenanges
in response to		enemanges		and communicates information	iii. effectively expresses a wide
spoken,		iii. expresses few ideas and	iii. expresses some ideas and	in familiar and some unfamiliar	range of ideas and feelings and
written and		feelings and communicates	feelings and communicates	situations; ideas are relevant	communicates information in
visual text		minimal information in familiar	some information in familiar	and detailed	familiar and some unfamiliar
Visual text		and some unfamiliar situations	and some unfamiliar situations;		situations; ideas are relevant
			ideas are not always relevant or	iv. communicates with a	and opinions are supported by
		iv. communicates with a limited	detailed	considerable sense of audience	examples and illustrations
		sense of audience and purpose.		and purpose.	
			iv. communicates with some		iv. communicates with an
			sense of audience and purpose.		excellent sense of audience and
					purpose.
	The student does	The student :	The student :	The student :	The student :
	not reach a	i. has difficulty to write/speak	i. writes/speaks using a basic	i. writes/speaks making good	i writes/speaks effectively using
	standard	using a basic range of	range of vocabulary,	use of a basic range of	a basic range of vocabulary,
	described by any	vocabulary, grammatical	grammatical structures	vocabulary, grammatical	grammatical structures and
	of the descriptors	structures and conventions;	and conventions, with some	structures and conventions,	conventions accurately;
	below.	when speaking, uses	inappropriate choices; when	generally accurately; when	occasional errors do not
		pronunciation and intonation	speaking, uses pronunciation	speaking, uses pronunciation	interfere with communication.
		with many errors, making	and intonation with some	and intonation with some	When speaking, uses clear
D: Using		understanding difficult	errors, some of which make	errors, though these do not	pronunciation and excellent
language in			understanding difficult	interfere with comprehensibility	intonation, making
spoken and		ii. organizes limited information			communication easy
written form		and ideas, and basic cohesive	ii. organizes some information	ii. organizes information and	
WILLELLIOIIII		devices are not	and ideas, and uses a limited	ideas well, and uses a limited	ii. organizes information and
		used	range of basic	range of basic cohesive devices	ideas clearly , and uses a range
			cohesive devices, not always	accurately	of basic cohesive devices
		iii. makes minimal use of	appropriately		accurately; there is a logical
		language to suit the context.		iii. usually uses language to suit	structure and cohesive devices
			iii. uses language to suit the	the context.	add clarity to the message
			context to some degree .		
					iii. uses language effectively to
					suit the context.

Name :	Phase 3 Language acquisition	Group:

:	Phase 5 Language acq	uisitio
:	Phase 5 Langua	ge acq

Levels Criterions	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	The student : i. analyses adequately and draws some conclusions from information, main ideas and supporting details	The student : i. analyses considerably and draws conclusions from information, main ideas and supporting details	The student : i. analyses thoroughly and draws conclusions from information, main ideas and supporting details
		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.	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.	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.	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	The student : i. analyses adequately and draws some conclusions from information, main ideas and supporting details	The student : i. analyses considerably and draws conclusions from information, main ideas and supporting details	The student : i. analyses thoroughly and draws conclusions from information, main ideas and supporting details
		ii. has difficulty analysing basic conventions including aspects of format and style, and author's purpose for writing	ii. analyses some basic conventions including aspects of format and style, and author's purpose for writing	ii. analyses most basic conventions including aspects of format and style, and author's purpose for writing	ii. analyses 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.	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.	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.	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 limited understanding of the content, context and concepts of the text as a whole.	The student shows some understanding of the content, context and concepts of the text as a whole.	The student shows considerable understanding of the content, context and concepts of the text as a whole.	The student shows thorough understanding of the content, context and concepts of the text as a whole.

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C: Communicating in response to spoken, written and visual text	The student does not reach a standard described by any of the descriptors below.	The student: i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas and feelings, and communicates minimal information in various situations iv. communicates with a limited sense of register, purpose and style.	The student: i. responds to spoken, written and visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas, opinions and feelings, and communicates some information in a range of situations; ideas are not always relevant or detailed iv. communicates with some sense of register, purpose and style.	The student: i. responds appropriately to spoken, written and visual text ii. engage 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 a range of situations; ideas are relevant and detailed iv. communicates with a considerable sense of register, purpose and style.	The student: i. responds in detail and appropriately to spoken, written and visual text 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 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.
D: Using language in spoken and written form	The student does not reach a standard described by any of the descriptors below.	The student: i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes limited information, and cohesive devices are not used iii. makes minimal use of language to suit the context.	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices; speaks with some errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately iii. uses language to suit the context to some degree.	The student: i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately; speaks with fluency and some errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas well, and uses a range of cohesive devices accurately iii. usually uses language to suit the context.	The student: i writes/speaks effectively using a range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent intonation and fluency, making communication easy ii. organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately, enhancing the development of ideas iii. uses language effectively to suit

the context.