



Criterion A: Comprehending spoken and visual text

Achievement level	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) identifies <b>minimal</b> basic facts, messages, main ideas and supporting details ii) has <b>limited</b> awareness of basic conventions iii) engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.	The student: i) shows <b>minimal</b> understanding of messages, main ideas and supporting details ii) has <b>limited</b> awareness of basic conventions iii) engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.	The student: i) shows <b>minimal</b> understanding of information, main ideas and supporting details and is <b>not able</b> to draw conclusions ii) has <b>limited</b> understanding of conventions iii) engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.	The student: i) <b>has difficulty</b> constructing meaning from information or main ideas and supporting details; is <b>not able</b> to draw conclusions ii) has <b>difficulty</b> interpreting conventions iii) engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.	The student: i) <b>has difficulty</b> analyzing information or main ideas and supporting details; <b>is not able</b> to draw conclusions ii) has difficulty analysing conventions iii) engages <b>minimally</b> with the spoken and visual text by analysing <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.
3-4	The student: i) identifies <b>some</b> basic facts, messages, main ideas and supporting details ii) has <b>some</b> awareness of basic conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making <b>some</b> personal response to the text.	The student: i) shows <b>some</b> understanding of messages, main ideas and supporting details ii) has <b>some</b> awareness of basic conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making <b>some</b> personal response to the text.	The student: i) shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions ii) has <b>some</b> awareness of conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions.	The student: i) constructs <b>some</b> meaning and draws <b>some</b> conclusions from information, main ideas and supporting details ii) interprets <b>some</b> conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions.	The student: i) analyses <b>adequately</b> and draws <b>some</b> conclusions from information, main ideas and supporting details ii) analyses <b>some</b> conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.
5-6	The student: i) identifies <b>most</b> basic facts, messages, main ideas and supporting details ii) has <b>considerable</b> awareness of basic conventions iii) engages <b>adequately</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	The student: i) shows <b>considerable</b> understanding of messages, main ideas and supporting details ii) has <b>considerable</b> awareness of basic conventions iii) engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) shows <b>considerable</b> understanding of information, main ideas and supporting details ii) has <b>considerable</b> awareness of basic conventions iii) engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions.	The student: i) constructs <b>considerable</b> meaning and draws conclusions from information, main ideas and supporting details ii) interprets <b>most</b> conventions iii) engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions.	The student: i) analyses <b>considerable</b> and draws conclusions from information, main ideas and supporting details ii) analyses <b>most</b> conventions iii) engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions from a global perspective.
7-8	The student: i) <b>clearly</b> identifies basic facts, messages, main ideas and supporting details ii) has <b>excellent</b> awareness of basic conventions iii) engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	The student: i) shows <b>excellent</b> understanding of messages, main ideas and supporting details ii) has <b>excellent</b> awareness of basic conventions iii) engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions ii) has <b>excellent</b> awareness of conventions iii) engages <b>thoroughly</b> 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: i) constructs <b>extensive</b> meaning and draws conclusions from information, main ideas and supporting details ii) interprets conventions iii) engages <b>thoroughly</b> 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: i) analyses <b>thoroughly</b> and draws conclusions from information, main ideas and supporting details ii) analyses conventions iii) engages <b>thoroughly</b> 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 from a global perspective.



Criterion B: Comprehending written and visual text

Achievement level	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) identifies <b>minimal</b> basic facts, messages, main ideas and supporting details ii) has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing iii) engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.	The student: i) identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is <b>not able</b> to draw conclusions ii) has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.	The student: i) shows <b>minimal</b> understanding of information, main ideas and supporting details and is <b>not able</b> to draw conclusions ii) has <b>limited</b> understanding of basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.	The student: i) has <b>difficulty</b> constructing meaning by identifying stated information or main ideas and supporting details; is <b>not able</b> to draw conclusions ii) has <b>difficulty</b> interpreting basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.	The student: i) has <b>difficulty</b> analysing information or main ideas and supporting details; is <b>not able</b> to draw conclusions ii) has <b>difficulty</b> analysing basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions from a global perspective.
3-4	The student: i) identifies <b>some</b> basic facts, messages, main ideas and supporting details ii) has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing iii) engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> personal response to the text.	The student: i) identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions ii) recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> personal response to the text.	The student: i) shows <b>some</b> understanding of information main ideas and supporting details and draws <b>some</b> conclusions ii) understands <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions.	The student: i) constructs <b>some</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws <b>some</b> conclusions ii) interprets <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions.	The student: i) analyses <b>adequately</b> and draws <b>some</b> conclusions from information, main ideas and supporting details ii) analyses <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes, and by making <b>some</b> response to the text based on personal experiences and opinions from a global perspective.
5-6	The student: i) identifies <b>most</b> basic facts, messages, main ideas and supporting details ii) has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing iii) engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions ii) recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions ii) understands <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions.	The student: i) constructs <b>considerable</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii) interprets <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions.	The student: i) analyses <b>considerably</b> and draws conclusions from information, main ideas and supporting details ii) interprets <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions from a global perspective.
7-8	The student: i) <b>clearly</b> identifies basic facts, messages, main ideas and supporting details ii) has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing iii) engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions ii) <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text.	The student: i) shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions ii) <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing iii) engages <b>thoroughly</b> 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: i) constructs <b>extensive</b> 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 <b>thoroughly</b> 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: i) analyses <b>thoroughly</b> 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 <b>thoroughly</b> 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 from a global perspective.



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

Achievement level	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) makes <b>limited attempt</b> to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b> ii) interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii) uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics iv) communicates with a <b>limited</b> sense of audience.	The student: i) makes a <b>limited attempt</b> to respond to simple short phrases or basic information in spoken, written and visual text; responses are <b>often inappropriate</b> ii) interacts <b>minimally</b> in basic structured exchanges iii) uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations iv) communicates with a <b>limited</b> sense of audience.	The student: i) makes <b>limited attempt</b> to respond to spoken, written and visual text; responses are <b>often inappropriate</b> ii) interacts <b>minimally</b> in rehearsed and unrehearsed exchanges iii) expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in <b>familiar</b> and <b>some unfamiliar</b> situations iv) communicates with a <b>limited</b> sense of audience.	The student: i) makes <b>limited attempt</b> to respond to spoken, written and visual text; responses are <b>often inappropriate</b> ii) engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are <b>not always related</b> to topics of personal and global significance iii) expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in simple and complex texts iv) communicates with a <b>limited</b> sense of audience.	The student: i) makes <b>limited attempt</b> to respond to spoken, written and visual text; responses are <b>often inappropriate</b> ii) engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are <b>not always related</b> to topics of personal and global significance iii) expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in various situations iv) communicates with a <b>limited</b> sense of register, purpose and style.
3-4	The student: i) responds to simple short phrases and basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b> ii) interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii) uses <b>some</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics iv) communicates with <b>some</b> sense of audience.	The student: i) responds to simple short phrases and <b>some</b> basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b> ii) interacts <b>to some degree</b> in basic structured exchanges iii) uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are <b>not always</b> relevant or detailed iv) communicates with <b>some</b> sense of audience.	The student: i) responds to spoken, written and visual text, though <b>some responses may be inappropriate</b> ii) interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges iii) expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in <b>familiar</b> and <b>some unfamiliar</b> situations; <b>ideas are not always relevant or detailed</b> iv) communicates with <b>some</b> sense of audience.	The student: i) responds to spoken, written and visual text, though <b>some responses may be inappropriate</b> ii) engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance iii) expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in simple and complex texts; <b>ideas are not always relevant or detailed</b> iv) communicates with <b>some</b> sense of audience.	The student: i) responds to spoken, written and visual text, though <b>some responses may be inappropriate</b> ii) engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance iii) expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in a <b>range</b> of situations; ideas are not always relevant or detailed iv) communicates with <b>some</b> sense of register, purpose and style.
5-6	The student: i) responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text ii) interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii) uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics iv) communicates with a <b>considerable</b> sense of audience.	The student: i) responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text ii) interacts <b>considerably</b> in basic structured exchanges iii) uses phrases to communicate ideas, feelings and information in some familiar situations; <b>ideas are relevant and detailed</b> iv) communicates with a <b>considerable</b> sense of audience.	The student: i) responds <b>appropriately</b> to spoken, written and visual text ii) interacts <b>considerably</b> in rehearsed and unrehearsed exchanges iii) expresses ideas and feelings and communicates information in <b>familiar</b> and <b>some unfamiliar</b> situations; <b>ideas are relevant and detailed</b> iv) communicates with a <b>considerable</b> sense of audience.	The student: i) responds <b>appropriately</b> to spoken, written and visual text ii) engages <b>considerably</b> 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; <b>ideas are relevant and detailed</b> iv) communicates with a <b>considerable</b> sense of audience.	The student: i) responds <b>appropriately</b> to spoken, written and visual text ii) engages <b>considerably</b> 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 <b>range</b> of situations; ideas are relevant and detailed iv) communicates with a <b>considerable</b> sense of register, purpose and style.
7-8	The student: i) responds <b>in detail and appropriately</b> to simple short phrases and basic information in spoken, written and visual text ii) interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii) uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics iv) communicates with an <b>excellent</b> sense of audience.	The student: i) responds <b>in detail and appropriately</b> to simple short phrases and basic information in spoken, written and visual text ii) interacts <b>confidently</b> in basic structured exchanges iii) uses phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of familiar situations; ideas are <b>relevant, detailed and include examples</b> iv) communicates with an <b>excellent</b> sense of audience.	The student: i) responds <b>in detail and appropriately</b> to spoken, written and visual text ii) interacts <b>confidently</b> in rehearsed and unrehearsed exchanges iii) <b>effectively</b> expresses a <b>wide range</b> of ideas and feelings and communicates information in <b>familiar</b> and <b>some unfamiliar</b> situations; <b>ideas are relevant and opinions are supported by examples and illustrations</b> iv) communicates with an <b>excellent</b> sense of audience.	The student: i) responds <b>in detail and appropriately</b> to spoken, written and visual text ii) engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of information and organized</b> ideas on topics of personal and global significance iii) <b>effectively</b> expresses a <b>wide range</b> of ideas and feelings and communicates information in simple and complex texts; ideas are <b>relevant and developed</b> , and opinions are supported by examples and illustrations iv) communicates with an <b>excellent</b> sense of audience.	The student: i) responds <b>in detail and appropriately</b> to spoken, written and visual text ii) engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of information and organized</b> ideas on topics of personal and global significance iii) <b>effectively</b> expresses a <b>wide range</b> of ideas and feelings and communicates information in simple and complex texts; ideas are <b>relevant and developed</b> , and opinions are supported by examples and illustrations iv) communicates with an <b>excellent</b> sense of register, purpose and style.



Criterion D: Using language in spoken and written form

Achievement level	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Level descriptor	Level descriptor	Level descriptor	Level descriptor	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i) <b>has difficulty</b> writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors, making understanding difficult</b> ii) organizes <b>limited</b> basic information, and basic cohesive devices <b>are not used</b> iii) makes <b>minimal</b> use of language to suit the context.	The student: i) <b>has difficulty</b> writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors, making understanding difficult</b> ii) organizes <b>limited</b> basic information, and basic cohesive devices <b>are not used</b> iii) makes <b>minimal</b> use of language to suit the context.	The student: i) <b>has difficulty</b> writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors, making understanding difficult</b> ii) organizes <b>limited</b> information, and basic cohesive devices <b>are not used</b> iii) makes <b>minimal</b> use of language to suit the context.	The student: i) <b>has difficulty</b> writing/speaking using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors, making understanding difficult</b> ii) organizes <b>limited</b> information, and cohesive devices <b>are not used</b> iii) makes <b>minimal</b> use of language to suit the context.	The student: i) <b>has difficulty</b> to write/speak using a range of vocabulary, grammatical structures and conventions; speaks with <b>many</b> errors in intonation and pronunciation, affecting fluency and making understanding difficult ii) organizes <b>limited</b> information, and cohesive devices <b>are not used</b> iii) makes <b>minimal</b> use of language to suit the context.
3-4	The student: i) writes/speaks using a basic range of vocabulary, grammatical structures and conventions with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors, some of which make understanding difficult</b> ii) organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices <b>not always appropriately</b> iii) uses language to suit the content <b>to some degree</b> .	The student: i) writes/speaks using a basic range of vocabulary, grammatical structures and conventions with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors, some of which make understanding difficult</b> ii) organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices <b>not always appropriately</b> iii) uses language to suit the content <b>to some degree</b> .	The student: i) writes/speaks using a basic range of vocabulary, grammatical structures and conventions with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors, some of which make understanding difficult</b> ii) organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices <b>not always appropriately</b> iii) uses language to suit the content <b>to some degree</b> .	The student: i) writes/speaks using a range of vocabulary, grammatical structures and conventions with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors, some of which make understanding difficult</b> ii) organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of cohesive devices <b>not always appropriately</b> iii) uses language to suit the content <b>to some degree</b> .	The student: i) writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with <b>some inappropriate choices</b> ; speaks with <b>some</b> errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii) organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of cohesive devices <b>not always appropriately</b> iii) uses language to suit the context <b>to some degree</b> .
5-6	The student: i) writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these <b>do not interfere with comprehensibility</b> ii) organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii) <b>usually</b> uses language to suit the content.	The student: i) writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these <b>do not interfere with comprehensibility</b> ii) organizes basic information and ideas <b>well</b> , and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii) <b>usually</b> uses language to suit the content.	The student: i) writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these <b>do not interfere with comprehensibility</b> ii) organizes basic information and ideas <b>well</b> , and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii) <b>usually</b> uses language to suit the content.	The student: i) writes/speaks making <b>good</b> use of a range of vocabulary, grammatical structures and conventions <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these <b>do not interfere with comprehensibility</b> ii) organizes information and ideas <b>well</b> , and uses a <b>limited</b> range of cohesive devices <b>accurately</b> iii) <b>usually</b> uses language to suit the content.	The student: i) writes/speaks making <b>good</b> use of a range of vocabulary, complex grammatical structures and conventions, <b>generally accurately</b> ; speaks with fluency and <b>some</b> errors in intonation though this does not interfere with comprehensibility ii) organizes information and ideas <b>well</b> , and uses a <b>range</b> of cohesive devices <b>accurately</b> iii) <b>usually</b> uses language to suit the context.
7-8	The student: i) writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; when speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, <b>making communication easy</b> ii) organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b> iii) uses language <b>effectively</b> to suit the content.	The student: i) writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, <b>making communication easy</b> ii) organizes basic information and ideas <b>clearly</b> , and uses a range of basic cohesive devices <b>accurately</b> ; <b>there is a logical structure and cohesive devices add clarity to the message</b> iii) uses language <b>effectively</b> to suit the content.	The student: i) writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, <b>making communication easy</b> ii) organizes information and ideas <b>clearly</b> , and uses a range of basic cohesive devices <b>accurately</b> ; <b>there is a logical structure and cohesive devices add clarity to the message</b> iii) uses language <b>effectively</b> to suit the content.	The student: i) writes/speaks <b>effectively</b> using a range of vocabulary, grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, <b>making communication easy</b> ii) organizes information and ideas <b>clearly into a well-structured text</b> , and uses a range of basic cohesive devices <b>accurately</b> , adding <b>clarity and coherence</b> to the message iii) uses language <b>effectively</b> to suit the content	The student: i) writes/speaks <b>effectively</b> using a range of vocabulary, complex grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . Speaks with <b>excellent</b> intonation and fluency, making communication easy ii) organizes information and ideas <b>into a clear and effective</b> structure, uses a wide range of cohesive devices <b>accurately</b> , <b>enhancing</b> the development of ideas iii) uses language <b>effectively</b> to suit the context.