



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 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: 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.	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: 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.	The student: i) has difficulty analyzing 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.
3-4	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 ideas, opinions and attitudes and by making some personal response to the text.	The student: 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 ideas, opinions and attitudes and by making some personal response to the text.	The student: i) shows some understanding of information, main ideas and supporting details, and draws some conclusions ii) has some awareness 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: i) constructs some meaning and draws some conclusions from information, main ideas and 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.	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 identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions from a global perspective.
5-6	The student: i) identifies most basic facts, messages, main ideas and supporting details ii) has considerable awareness of basic conventions iii) engages adequately 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 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.	The student: i) shows considerable understanding of information, 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 response to the text based on personal experiences and opinions.	The student: 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.	The student: i) analyses considerable and draws conclusions from information, main ideas and supporting details ii) analyses 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 from a global perspective.
7-8	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: i) shows excellent understanding of 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: i) shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii) has excellent awareness 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: 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.	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 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 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: 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.	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: 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.	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 identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective.
3-4	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: 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.	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: i) constructs some meaning by identifying stated and implied information, main ideas and supporting details, and 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.	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 identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions from a global perspective.
5-6	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: 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.	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: 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.	The student: i) analyses considerably and draws conclusions from information, main ideas and supporting details 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 from a global perspective.
7-8	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: i) clearly identifies basic facts, main ideas and supporting details, and draws conclusions ii) clearly recognizes 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 personal response to the text.	The student: i) shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii) clearly recognizes 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: 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.	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 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 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.	The student: i) makes a 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.	The student: 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.	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 simple and complex texts iv) communicates with a limited sense of audience.	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.
3-4	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 sense of audience.	The student: 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.	The student: 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.	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 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.	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 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: 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 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.	The student: 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.	The student: 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.	The student: 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 a range of situations; ideas are relevant and detailed iv) communicates with a considerable sense of register, purpose and style.
7-8	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.	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 basic structured exchanges iii) uses phrases effectively to communicate ideas, feelings and information on a variety of aspects of familiar situations; ideas are relevant, detailed and include examples iv) communicates with an excellent sense of audience.	The student: 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.	The student: 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 information 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.	The student: 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 information 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 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) has difficulty writing/speaking 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.	The student: i) has difficulty writing/speaking 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.	The student: i) has difficulty writing/speaking 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 basic cohesive devices are not used iii) makes minimal use of language to suit the context.	The student: i) has difficulty writing/speaking 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.	The student: i) has difficulty to write/speak using a range of vocabulary, 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: 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 content to some degree .	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 ideas, and uses a limited range of basic cohesive devices not always appropriately iii) uses language to suit the content to some degree .	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 ideas, and uses a limited range of basic cohesive devices not always appropriately iii) uses language to suit the content to some degree .	The student: 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 content to some degree .	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 .
5-6	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 iii) usually uses language to suit the content.	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 ideas well , and uses a limited range of basic cohesive devices accurately iii) usually uses language to suit the content.	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 ideas well , and uses a limited range of basic cohesive devices accurately iii) usually uses language to suit the content.	The student: 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 content.	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.
7-8	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 suit the content.	The student: 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 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 iii) uses language effectively to suit the content.	The student: 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 content.	The student: 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 ii) organizes information and ideas clearly into a well-structured text , and uses a range of basic cohesive devices accurately , adding clarity and coherence to the message iii) uses language effectively to suit the content	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.