**Criterion A: Comprehending spoken and visual text**

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* shows **minimal** understanding of messages, main ideas and supporting details
* has **limited** awareness of basic conventions
* engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.

The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |
| 3-4 | The student: * shows **some** understanding of messages, main ideas and supporting details
* has **some** awareness of basic conventions
* engages **adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text.

The student shows **some** understanding of the content, context and concepts of the text as a whole.  |
| 5-6 | The student:* shows **considerable** understanding of messages, main ideas and supporting details
* has **considerable** awareness of basic conventions
* engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.

The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7-8 | The student:* shows **excellent** understanding of messages, main ideas and supporting details
* has **excellent** awareness of basic conventions
* engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |

**Criterion B: Comprehending written and visual text**

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions
* has **limited** awareness of basic conventions including aspects of format and style, and author’s purpose for writing
* engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.

The student shows **limited** understanding of the content, context and concepts of the text as a whole.  |
| 3-4 | The student:* identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions
* recognizes **some** basic conventions including aspects of format and style, and author’s purpose for writing
* engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text.

The student shows **some** understanding of the content, context and concepts of the text as a whole.  |
| 5-6 | The student:* identifies **most** basic facts, main ideas and supporting details, and draws conclusions
* recognizes **most** basic conventions including aspects of format and style, and author’s purpose for writing
* engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.

The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7-8 | The student:* **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions
* **clearly** recognizes basic conventions including aspects of format and style, and author’s purpose for writing
* 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 **thorough** understanding of the content, context and concepts of the text as a whole. |

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

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* makes **limited** attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are **often inappropriate**
* interacts **minimally** in basic structured exchanges
* uses **minimal** phrases to communicate ideas, feelings and information in **a limited range** of familiar situations
* communicates with a **limited** sense of audience.
 |
| 3-4 | The student:* responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate**
* interacts **to some degree** in basic structured exchanges
* uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed
* communicates with **some** sense of audience.
 |
| 5-6 | The student:* responds **appropriately** to simple short phrases and basic information in spoken, written and visual text
* interacts **considerably** in basic structured exchanges
* uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed
* communicates with a **considerable** sense of audience.
 |
| 7-8 | The student:* responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text
* interacts **confidently** in basic structured exchanges
* uses phrases **effectively** to communicate ideas, feelings and information in **a variety** of familiar situations; ideas are relevant, detailed and include examples
* communicates with an **excellent** sense of audience.
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**Criterion D: Using language in spoken and written form**

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* **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
* organizes **limited** basic information, and basic cohesive devices are **not used**
* makes **minimal** use of language to suit the context.
 |
| 3-4 | The student:* 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
* organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately**
* uses language to suit the context to **some degree**.
 |
| 5-6 | The student:* 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
* organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately**
* **usually** uses language to suit the context.
 |
| 7-8 | The student:* 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
* 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**
* uses language **effectively** to suit the context.
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