**Language acquisition assessment criteria: Phase 3**

**Criterion A: Comprehending spoken and visual text**  
**Maximum: 8**  
At the end of phase 3, students should be able to:

i. show understanding of information, main ideas and supporting details, and draw conclusions  
ii. understand conventions  
iii. engage 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.

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<tr>
<th>Achievement level</th>
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<tr>
<td>0</td>
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| 1–2               | The student:  
  i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions  
  ii. has **limited** understanding of conventions  
  iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3–4               | The student:  
  i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions  
  ii. has **some** understanding of conventions  
  iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5–6               | The student:  
  i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions  
  ii. has **considerable** understanding of conventions  
  iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7–8               | The student:  
  i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions  
  ii. has **excellent** understanding of conventions  
  iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
Language acquisition assessment criteria: Phase 3

Criterion B: Comprehending written and visual text

Maximum: 8
At the end of phase 3, students should be able to:

i. show understanding of information, main ideas and supporting details, and draw conclusions

ii. understand basic conventions including aspects of format and style, and author’s purpose for writing

iii. engage 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

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| 1–2               | The student:
|                   | i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions
|                   | ii. has **limited** understanding of basic conventions including aspects of format and style, and author’s purpose for writing
|                   | iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions. 
|                   | The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3–4               | The student:
|                   | i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions
|                   | ii. understands **some** basic conventions including aspects of format and style, and author’s purpose for writing
|                   | iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.
|                   | The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5–6               | The student:
|                   | i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions
|                   | ii. understands **most** basic conventions including aspects of format and style, and author’s purpose for writing
|                   | iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
|                   | The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7–8               | The student:
|                   | i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions
|                   | ii. **clearly** understands basic conventions including aspects of format and style, and author’s purpose for writing
|                   | iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
|                   | The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
## Criterion C: Communicating in response to spoken, written and visual text

**Maximum: 8**

At the end of phase 3, students should be able to:

i. respond appropriately to spoken, written and visual text

ii. interact in rehearsed and unrehearsed exchanges

iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv. communicate with a sense of audience and purpose.

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| 1–2               | 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 and purpose. |
| 3–4               | 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 and purpose. |
| 5–6               | 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 and purpose. |
| 7–8               | 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 and purpose. |
Language acquisition assessment criteria: Phase 3

**Criterion D: Using language in spoken and written form**

**Maximum: 8**

At the end of phase 3, students should be able to:

i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

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| 1–2               | 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** information and ideas, and basic 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** information and ideas, and uses a **limited** range of basic 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 information and ideas **well**, and uses a **limited** range of basic 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**; **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 context. |