

# Language acquisition assessment criteria: Phase 1

## Criterion A: Comprehending spoken and visual text

### Maximum: 8

At the end of phase 1, students should be able to:

iv. identify basic facts, messages, main ideas and supporting details

v. recognize basic conventions

vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>limited</b> awareness of basic conventions</li><li>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.</li></ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>some</b> awareness of basic conventions</li><li>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> personal response to the text.</li></ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ul style="list-style-type: none"><li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>considerable</b> awareness of basic conventions</li><li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li></ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"><li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li><li>ii. has <b>excellent</b> awareness of basic conventions</li><li>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.</li></ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

# Language acquisition assessment criteria: Phase 1

## Criterion B: Comprehending written and visual text

### Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic 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 personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"><li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing</li><li>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.</li></ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"><li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li></ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"><li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li></ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ol style="list-style-type: none"><li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li><li>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing</li><li>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.</li></ol> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

# Language acquisition assessment criteria: Phase 1

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

### Maximum: 8

At the end of phase 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. makes <b>limited</b> attempt 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 <b>a limited range</b> of aspects of everyday topics iv. communicates with a <b>limited</b> sense of audience.
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 <b>a limited range</b> of aspects of everyday topics iv. communicates with <b>some</b> sense of audience.
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.
7–8	The student: i. responds <b>in detail</b> and <b>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.

# Language acquisition assessment criteria: Phase 1

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

### Maximum: 8

At the end of phase 1, students should be able to:

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b> , making understanding difficult ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>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</b> , some of which make understanding difficult ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b> iii. uses language to suit the context to <b>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 do not interfere with comprehensibility 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 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 clear pronunciation and <b>excellent</b> intonation, making communication easy 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 context.