

Language acquisition assessment criteria: Phase 2

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. show understanding of messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. 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 does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. shows minimal understanding of messages, main ideas and supporting detailsii. has limited awareness of basic conventionsiii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited 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">i. shows some understanding of messages, main ideas and supporting detailsii. has some awareness of basic conventionsiii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some 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">i. shows considerable understanding of messages, main ideas and supporting detailsii. has considerable awareness of basic conventionsiii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable 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">i. shows excellent understanding of messages, main ideas and supporting detailsii. has excellent awareness of basic conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Language acquisition assessment criteria: Phase 2

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusionsii. has limited awareness of basic conventions including aspects of format and style, and author's purpose for writingiii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited 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">i. identifies some basic facts, main ideas and supporting details; is not always able to draw conclusionsii. recognizes some basic conventions including aspects of format and style, and author's purpose for writingiii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some 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">i. identifies most basic facts, main ideas and supporting details, and draws conclusionsii. recognizes most basic conventions including aspects of format and style, and author's purpose for writingiii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable 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">i. clearly identifies basic facts, main ideas and supporting details, and draws conclusionsii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Language acquisition assessment criteria: Phase 2

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

Maximum: 8

At the end of phase 2, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	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 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.
3–4	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.
5–6	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.
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 basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience.

Language acquisition assessment criteria: Phase 2

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 2, 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 information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
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 basic 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 basic 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 basic 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 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 context.

