



Objective A: Listening

Achievement level	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
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> stated information (facts, opinions, messages) in simple authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts, opinions, messages) in simple and some complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts, opinions, messages) in complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in complex authentic texts.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in simple authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in simple and some complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in complex authentic texts.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in a variety of simple authentic texts.</li> <li>ii. <b>interprets</b> conventions in simple authentic texts.</li> <li>iii. <b>interprets</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in simple and some complex authentic texts.</li> <li>ii. <b>interprets</b> conventions in simple and some complex authentic texts.</li> <li>iii. <b>interprets</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in complex authentic texts.</li> <li>ii. <b>interprets</b> conventions in complex authentic texts.</li> <li>iii. <b>interprets</b> connections in complex authentic texts.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in a <b>wide</b> variety of simple authentic texts.</li> <li>ii. <b>analyses</b> conventions in simple authentic texts.</li> <li>iii. <b>analyses</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in simple and some complex authentic texts.</li> <li>ii. <b>analyses</b> conventions in simple and some complex authentic texts.</li> <li>iii. <b>analyses</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in complex authentic texts.</li> <li>ii. <b>analyses</b> conventions in complex authentic texts.</li> <li>iii. <b>analyses</b> connections in complex authentic texts.</li> </ul>



Objective B: Reading

Achievement level	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
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> stated information (facts, opinions, messages) in simple authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts, opinions, messages) in simple and some complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts, opinions, messages) in complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in complex authentic texts.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in simple authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in simple and some complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in simple and some complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts, opinions, messages) in complex authentic texts.</li> <li>ii. identifies <b>basic</b> conventions in complex authentic texts.</li> <li>iii. identifies <b>basic</b> connections in complex authentic texts.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in a variety of simple authentic texts.</li> <li>ii. <b>interprets</b> conventions in simple authentic texts.</li> <li>iii. <b>interprets</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in simple and some complex authentic texts.</li> <li>ii. <b>interprets</b> conventions in simple and some complex authentic texts.</li> <li>iii. <b>interprets</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b>) in complex authentic texts.</li> <li>ii. <b>interprets</b> conventions in complex authentic texts.</li> <li>iii. <b>interprets</b> connections in complex authentic texts.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in a <b>wide</b> variety of simple authentic texts.</li> <li>ii. <b>analyses</b> conventions in simple authentic texts.</li> <li>iii. <b>analyses</b> connections in simple authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in simple and some complex authentic texts.</li> <li>ii. <b>analyses</b> conventions in simple and some complex authentic texts.</li> <li>iii. <b>analyses</b> connections in simple and some complex authentic texts.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b>) in complex authentic texts.</li> <li>ii. <b>analyses</b> conventions in complex authentic texts.</li> <li>iii. <b>analyses</b> connections in complex authentic texts.</li> </ul>



Objective C: Speaking

Achievement level	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
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.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>many errors</b> which <b>often</b> hinder comprehension.</li> <li>iv.communicates <b>limited</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>many errors</b> which <b>often</b> hinder comprehension.</li> <li>iv.communicates <b>limited</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>many errors</b> which <b>often</b> hinder comprehension.</li> <li>iv.communicates <b>limited</b> relevant information.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>some errors</b> which <b>sometimes</b> hinder comprehension.</li> <li>iv.communicates <b>some</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>some errors</b> which <b>sometimes</b> hinder comprehension.</li> <li>iv.communicates <b>some</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>some errors</b> which <b>sometimes</b> hinder comprehension.</li> <li>iv.communicates <b>some</b> relevant information.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>a few errors</b>. However, these <b>do not</b> hinder comprehension.</li> <li>iv.communicates <b>most</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>a few errors</b>. However, these <b>do not</b> hinder comprehension.</li> <li>iv.communicates <b>most</b> relevant information.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.uses pronunciation and intonation with <b>a few errors</b>. However, these <b>do not</b> hinder comprehension.</li> <li>iv.communicates <b>most</b> relevant information.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b>.</li> <li>iv.communicates <b>almost all</b> the required information <b>clearly and effectively</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b>.</li> <li>iv.communicates <b>almost all</b> the required information <b>clearly and effectively</b>.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b>.</li> <li>iv.communicates <b>almost all</b> the required information <b>clearly and effectively</b>.</li> </ul>



Objective D: Writing

Achievement level	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
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.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices.</li> <li>iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices.</li> <li>iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>limited range</b> of vocabulary.</li> <li>ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication.</li> <li>iii.presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices.</li> <li>iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices.</li> <li>iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices.</li> <li>iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>basic range</b> of vocabulary.</li> <li>ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication.</li> <li>iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices.</li> <li>iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with a <b>few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive device.</li> <li>iv.communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with a <b>few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive device.</li> <li>iv.communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>range</b> of vocabulary.</li> <li>ii.uses a <b>range</b> of grammatical structures with a <b>few errors</b> which <b>do not</b> hinder communication.</li> <li>iii.organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive device.</li> <li>iv.communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices.</li> <li>iv.communicates <b>almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices.</li> <li>iv.communicates <b>almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>i.uses a <b>wide range</b> of vocabulary.</li> <li>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>.</li> <li>iii.organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices.</li> <li>iv.communicates <b>almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.</li> </ul>