

**Objective A: Listening**

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts
- iii. analyse connections in a wide variety of simple authentic texts

**Objective B: Reading**

- i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts
- ii. analyse conventions in a wide variety of simple authentic texts.
- iii. analyse connections in a wide variety of simple authentic texts

**Objective C: Speaking**

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

**Objective D: Writing**

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

## Language Acquisition Phase 1 Summative Assessment Criteria Rubric

Level	Criteria A: Comprehending spoken word and visual text	Criteria B: Comprehending written and visual text	Criteria C: Communicating in response to spoken and/or written and /or visual text	Criteria D: Using language in spoken and/or written form
1-2	<p>i. identifies minimal basic facts, messages, main ideas and supporting details</p> <p>ii. has limited awareness of basic conventions</p> <p>iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitude; has difficulty making a personal response to the text</p> <p>The student shows limited understanding of the content, context and concepts of the text as a whole</p>	<p>i. identifies minimal basic facts, messages, main ideas and supporting details</p> <p>ii. has limited awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. 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> <p>The student shows limited understanding of the content, context and concepts of the text as a whole</p>	<p>i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate</p> <p>ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>iv. communicates with a limited sense of audience</p>	<p>i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking . uses pronunciation and intonation with many error, making understanding difficult</p> <p>ii. organizes limited basic information, and basic cohesive devices are not used</p> <p>iii. makes minimal use of language to suit the context</p>
3-4	<p>i. identifies some basic facts, messages, main ideas and supporting details</p> <p>ii. has some awareness of basic conventions</p> <p>iii. engages adequately with the spoken and visual text by identifying few ideas, opinions and attitude; and by making some personal response to the text</p> <p>The student shows some understanding of the</p>	<p>i. identifies some basic facts, messages, main ideas and supporting details</p> <p>ii. has some awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages adequately with the written and visual text by identifying few ideas, opinions and attitudes; by making some personal responses to the text</p>	<p>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text; though responses may be inappropriate</p> <p>ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</p> <p>iv. communicates with some sense of audience</p>	<p>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 making understanding difficult</p> <p>ii. organizes some basic information, and use of a limited range of basic cohesive devices, not always used appropriately</p> <p>iii. uses language to suit the context to some degree</p>

	content, context and concepts of the text as a whole	The student shows some understanding of the content, context and concepts of the text as a whole		
5-6	<p>i. identifies most basic facts, messages, main ideas and supporting details</p> <p>ii. has considerable awareness of basic conventions</p> <p>iii. engages considerably with the spoken and visual text by identifying few ideas, opinions and attitude; and by making a personal response to the text</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole</p>	<p>i. identifies most basic facts, messages, main ideas and supporting details</p> <p>ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages considerably with the written and visual text by identifying few ideas, opinions and attitudes; by making some personal responses to the text</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole</p>	<p>i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text;</p> <p>ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses some basic phrases to communicate ideas, feelings and information on some aspects of everyday topics</p> <p>iv. communicates with considerable some sense of audience</p>	<p>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</p> <p>ii. organizes basic information and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the context</p>
7-8	<p>i. clearly identifies basic facts, messages, main ideas and supporting details</p> <p>ii. has excellent awareness of basic conventions</p> <p>iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitude; and by making a personal response to the text</p>	<p>i. clearly identifies most basic facts, messages, main ideas and supporting details</p> <p>ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages thoroughly with the written and visual text by identifying few ideas, opinions and attitudes; by making some personal responses to the text</p>	<p>i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses some basic phrases effectively to communicate ideas, feelings and information in a variety of aspects of everyday topics</p> <p>iv. communicates with an excellence sense of audience</p>	<p>i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions, accurately ; when speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes basic information clearly and uses a range of basic cohesive devices, accurately</p> <p>iii. uses language effectively to suit the context</p>

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