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| **PHASE 1** | | | | | |
| **Criterion A.i.**  identify basic facts, messages, main ideas and supporting details |  | identifies **minimal** basic facts, messages, main ideas and supporting details  The student shows **limited** understanding of the content, context and concepts of the text as a whole | identifies **some** basic facts, messages, main ideas and supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | identifies **most** basic facts, messages, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | **clearly** identifies basic facts, messages, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion A.ii.**  recognize basic aspects of format and style, and author’s purpose for writing |  | has **limited** awareness of basic conventions | has **some** awareness of basic conventions | has **considerable** awareness of basic conventions | has **excellent** awareness of basic conventions |
| **Criterion A.iii.**  engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. |  | engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text | engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text | engages **considerably** with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text | engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |
| **Criterion B.i.**  identify basic facts, messages, main ideas and supporting details |  | identifies **minimal** basic facts, messages, main ideas and supporting details  The student shows **limited** understanding of the content, context and concepts of the text as a whole | identifies **some** basic facts, messages, main ideas and supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | identifies **most** basic facts, messages, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | **clearly** identifies basic facts, messages, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion B.ii.**  recognize basic aspects of format and style, and author’s purpose for writing |  | has **limited** awareness of basic aspects of format and style, and author’s purpose for writing | has **some** awareness of basic aspects of format and style, and author’s purpose for writing | has **considerable** awareness of basic aspects of format and style, and author’s purpose for writing | has **excellent** awareness of basic aspects of format and style, and author’s purpose for writing |
| **Criterion B.iii.**  engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |  | engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text | engages **adequately** with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text | engages **considerably** with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text | engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |
| **Criterion C.i.**  respond appropriately to simple short phrases |  | makes **limited** attempt to respond to simple short phrases and basic information | responds to simple short phrases and basic information in spoken, written and visual text, though **some responses may be inappropriate** | responds **appropriately** to simple short phrases and basic information in spoken, written and visual text | responds **in detail** and **appropriately** to simple short phrases and basic information in spoken, written and visual text |
| **Criterion C.ii.**  interact in simple and rehearsed exchanges, using verbal and non-verbal language |  | interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal language | interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language | interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language | interacts **confidently** in simple and rehearsed exchanges, using verbal and non-verbal language |
| **Criterion C.iii.**  use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics |  | uses **minimal** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics | uses **some** basic phrases to communicate ideas, feelings and information on **a limited range** of aspects of everyday topics | uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics | uses basic phrases **effectively** to communicate ideas, feelings and information on **a variety** of aspects of everyday topics |
| **Criterion C.iv.**  communicate with a sense of audience |  | communicates with a **limited** sense of audience | communicates with **some** sense of audience | communicates with a **considerable** sense of audience | communicates with an **excellent** sense of audience |
| **Criterion D.i.**  speak using a basic range of vocabulary; use clear pronunciation and intonation |  | **has difficulty** to speak using a basic range of vocabulary; uses pronunciation and intonation with **many errors**, making understanding difficult | speaks using a basic range of vocabulary, with **some inappropriate choices**; uses pronunciation and intonation with **some errors**, some of which make understanding difficult | speaks making **good** use of a basic range of vocabulary **generally accurately**; uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility | speaks **effectively** using a basic range of vocabulary **accurately**; uses clear pronunciation and **excellent** intonation, making communication easy |
| **Criterion D.ii.**  organize basic information and use a range of basic cohesive devices |  | organizes **limited** basic information, and basic cohesive devices are **not used** | organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately** | organizes basic information and uses a **limited** range of basic cohesive devices **accurately** | organizes basic information **clearly** and uses a range of basic cohesive devices **accurately** |
| **Criterion D. iii.**  use language to suit the context |  | makes **minimal** use of language to suit the context | uses language to suit the context to **some degree** | **usually** uses language to suit the context | uses language **effectively** to suit the context |

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| **PHASE 2** | | | | | |
| **Criterion A.i.**  show understanding of messages, main ideas and supporting details |  | shows **minimal** understanding of messages, main ideas and supporting details  The student shows **limited** understanding of the content, context and concepts of the text as a whole | shows **some** understanding of messages, main ideas and supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | shows **considerable** understanding of messages, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | shows **excellent** understanding of messages, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion A.ii.**  recognize basic conventions |  | has **limited** awareness of basic conventions | has **some** awareness of basic conventions | has **considerable** awareness of basic conventions | has **excellent** awareness of basic conventions |
| **Criterion A.iii.**  engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |  | engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text | engages **adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text | engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text | engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |
| **Criterion B.i.**  identify basic facts, main ideas and supporting details, and draw conclusions |  | identifies **minimal** basic facts and main ideas but **few** supporting details; is not **able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions  The student shows **some** understanding of the content, context and concepts of the text as a whole | identifies **most** basic facts, main ideas and supporting details, and draws conclusions  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion B.ii**.  recognize basic conventions including aspects of format and style, and author’s purpose for writing |  | has **limited** awareness of basic conventions including aspects of format and style, and author’s purpose for writing | recognizes **some** basic conventions including aspects of format and style, and author’s purpose for writing | recognizes **most** basic conventions including aspects of format and style, and author’s purpose for writing | **clearly** recognizes basic conventions including aspects of format and style, and author’s purpose for writing |
| **Criterion B.iii.**  engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |  | engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text | engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text | engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text | engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text |
| **Criterion C.i.**  respond appropriately to spoken, written and visual text |  | makes **limited** attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are **often inappropriate** | responds to simple short phrases and **some** basic information in spoken, written and visual text, though **some responses may be inappropriate** | responds **appropriately** to simple short phrases and basic information in spoken, written and visual text | responds **in detail** and appropriately to simple short phrases and basic information in spoken, written and visual text |
| **Criterion C.ii.**  interact in basic structured exchanges |  | interacts **minimally** in basic structured exchanges | interacts **to some degree** in basic structured exchanges | interacts **considerably** in basic structured exchanges | interacts **confidently** in basic structured exchanges |
| **Criterion C.iii.**  use phrases to communicate ideas, feelings and information in familiar situations |  | uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations | uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed | uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed | uses phrases **effectively** to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples |
| **Criterion C.iv.**  communicate with a sense of audience |  | communicates with a **limited** sense of audience | communicates with **some** sense of audience | communicates with a **considerable** sense of audience | communicates with an **excellent** sense of audience |
| **Criterion D.i.**  write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation |  | **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 | 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 | 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 | 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 |
| **Criterion D.ii.**  organize information and ideas and use a range of basic cohesive devices |  | organizes **limited** basic information and ideas, and basic cohesive devices are **not used** | organizes **some** basic information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** | organizes basic information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** | 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** |
| **Criterion D.iii.**  use language to suit the context |  | makes **minimal** use of language to suit the context | uses language to suit the context to **some degree** | **usually** uses language to suit the context | uses language **effectively** to suit the context |

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| **PHASE 3** | | | | | |
| **Criterion A.i.**  show understanding of information, main ideas and supporting details, and draw conclusions |  | shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions  The student shows **some** understanding of the content, context and concepts of the text as a whole | shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion A.ii.**  understand conventions |  | has **limited** understanding of conventions | has **some** understanding of conventions | has **considerable** understanding of conventions | has **excellent** understanding of conventions |
| **Criterion A.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 |  | 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 | 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 | 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 | 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 |
| **Criterion B.i.**  show understanding of information, main ideas and supporting details, and draw conclusions |  | shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions  The student shows **some** understanding of the content, context and concepts of the text as a whole | shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion B.ii.**  understand basic conventions including aspects of format and style, and author’s purpose for writing |  | has **limited** understanding of basic conventions including aspects of format and style, and author’s purpose for writing | understands **some** basic conventions including aspects of format and style, and author’s purpose for writing | understands **most** basic conventions including aspects of format and style, and author’s purpose for writing | **clearly** understands basic conventions including aspects of format and style, and author’s purpose for writing |
| **Criterion B.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 |  | 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 | 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. | 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 | 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 |
| **Criterion C.i.**  respond appropriately to spoken, written and visual text |  | makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** | responds to spoken, written and visual text, though **some responses may be inappropriate** | responds **appropriately** to spoken, written and visual text | responds **in detail** and **appropriately** to spoken, written and visual text |
| **Criterion C.ii.**  interact in rehearsed and unrehearsed exchanges |  | interacts **minimally** in rehearsed and unrehearsed exchanges | interacts **to some degree** in rehearsed and unrehearsed exchanges | interacts **considerably** in rehearsed and unrehearsed exchanges | interacts **confidently** in rehearsed and unrehearsed exchanges |
| **Criterion C.iii.**  express ideas and feelings, and communicate information in familiar and some unfamiliar situations |  | expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations | expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed | expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed | **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 |
| **Criterion C.iv.**  communicate with a sense of audience and purpose. |  | communicates with a **limited** sense of audience and purpose | communicates with **some** sense of audience and purpose | communicates with a **considerable** sense of audience and purpose | communicates with an **excellent** sense of audience and purpose |
| **Criterion D.i.**  write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation |  | **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 | 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 | 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 | 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 |
| **Criterion D.ii.**  organize information and ideas and use a range of basic cohesive devices |  | organizes **limited** information and ideas, and basic cohesive devices are **not used** | organizes **some** information and ideas, and uses a **limited** range of basic cohesive devices, not always **appropriately** | organizes information and ideas **well**, and uses a **limited** range of basic cohesive devices **accurately** | 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 |
| **Criterion D.iii.**  use language to suit the context |  | makes **minimal** use of language to suit the context | uses language to suit the context to **some degree** | **usually** uses language to suit the context | uses language **effectively** to suit the context |

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| **PHASE 4** | | | | | |
| **Criterion A.i.**  construct meaning and draw conclusions from information, main ideas and supporting details |  | **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | constructs **considerable** meaning and draws conclusions from information, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | constructs **extensive** meaning and draws conclusions from information, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion A.ii.**  interpret conventions |  | **has difficulty** interpreting conventions | interprets **some** conventions | interprets **most** conventions | interprets conventions |
| **Criterion A.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 |  | 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 | 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 | 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 | 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 |
| **Criterion B.i.**  construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions |  | **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; is **not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions  The student shows **some** understanding of the content, context and concepts of the text as a whole | constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | constructs **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion B.ii.**  interpret basic conventions including aspects of format and style, and author’s purpose for writing |  | **has difficulty** interpreting basic conventions including aspects of format and style, and author’s purpose for writing | interprets **some** basic conventions including aspects of format and style, and author’s purpose for writing | interprets **most** basic conventions including aspects of format and style, and author’s purpose for writing | interprets basic conventions including aspects of format and style, and author’s purpose for writing |
| **Criterion B.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 |  | 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 | 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 | 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 | 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 |
| **Criterion C.i.**  respond appropriately to spoken, written and visual text |  | makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** | responds to spoken, written and visual text, though **some responses may be inappropriate** | responds **appropriately** to spoken, written and visual text | responds **in detail** and appropriately to spoken, written and visual text |
| **Criterion C.ii.**  engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance |  | engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance | engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance | engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance | engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on topics of personal and global significance |
| **Criterion C.iii.**  express ideas and feelings, and communicate information in simple and complex texts |  | expresses **few** ideas and feelings, and communicates **minimal** information in simple and complex texts | expresses **some** ideas and feelings, and communicates **some** information in simple and complex texts; ideas are not always relevant or detailed | expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed | **effectively** expresses a **wide range** of ideas and feelings, and communicates information in simple and complex texts; ideas are **relevant** and **developed**, and opinions are supported by examples and illustrations |
| **Criterion C.iv.**  communicate with a sense of audience and purpose |  | communicates with a **limited** sense of audience and purpose | communicates with **some** sense of audience and purpose | communicates with a **considerable** sense of audience and purpose | communicates with an **excellent** sense of audience and purpose |
| **Criterion D.i.**  write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation |  | **has difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult | writes/speaks using a 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 | writes/speaks making **good** use of a 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 | writes/speaks **effectively** using a 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 |
| **Criterion D.ii.**  organize information and ideas into a structured text; use a wide range of cohesive devices |  | organizes **limited** information, and cohesive devices are not used | organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** | organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately** | organizes information and ideas **clearly into a well-structured text**; uses a range of cohesive devices **accurately**, adding **clarity and coherence** to the message |
| **Criterion D.iii.**  use language to suit the context |  | makes **minimal** use of language to suit the context | uses language to suit the context to **some degree** | **usually** uses language to suit the context | uses language **effectively** to suit the context |
| **PHASE 5** | | | | | |
| **Criterion A.i.**  analyse and draw conclusions from information, main ideas and supporting details |  | **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | analyses **adequately** and draws some conclusions from information, main ideas and supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | analyses **considerably** and draws conclusions from information, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | analyses **thoroughly** and draws conclusions from information, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion A.ii.**  analyse conventions |  | **has difficulty** analysing conventions | analyses **some** conventions | analyses **most** conventions | analyses conventions |
| **Criterion A.iii.**  engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective |  | engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective | engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective | engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective | engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective |
| **Criterion B.i.**  analyse and draw conclusions from information, main ideas and supporting details |  | **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions  The student shows **limited** understanding of the content, context and concepts of the text as a whole | analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details  The student shows **some** understanding of the content, context and concepts of the text as a whole | analyses **considerably** and draws conclusions from information, main ideas and supporting details  The student shows **considerable** understanding of the content, context and concepts of the text as a whole | analyses **thoroughly** and draws conclusions from information, main ideas and supporting details  The student shows **thorough** understanding of the content, context and concepts of the text as a whole |
| **Criterion B.ii.**  analyse basic conventions including aspects of format and style, and author’s purpose for writing |  | **has difficulty** analysing basic conventions including aspects of format and style, and author’s purpose for writing | analyses **some** basic conventions including aspects of format and style, and author’s purpose for writing | analyses **most** basic conventions including aspects of format and style, and author’s purpose for writing | analyses basic conventions including aspects of format and style, and author’s purpose for writing |
| **Criterion B.iii.**  engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective |  | engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective | engages **adequately** with the written and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective | engages **considerably** with the written and visual text by analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective | engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective |
| **Criterion C.i.**  respond appropriately to spoken, written and visual text |  | makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** | responds to spoken, written and visual text, though **some responses may be inappropriate** | responds **appropriately** to spoken, written and visual text | responds **in detail** and **appropriately** to spoken, written and visual text |
| **Criterion C.ii.**  engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance |  | engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance | engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance | engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance | engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance |
| **Criterion C.iii.**  express ideas, opinions and feelings, and communicate information in a wide range of situations |  | expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations | expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed | expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed | **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations |
| **Criterion C.iv.**  communicate with a sense of register, purpose and style |  | communicates with a **limited** sense of register, purpose and style | communicates **with** some sense of register, purpose and style | communicates with a **considerable** sense of register, purpose and style | communicates with an **excellent** sense of register, purpose and style |
| **Criterion D.i.**  write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency |  | **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult | writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult | writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility | writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy |
| **Criterion D.ii.**  organize information and ideas; use a wide range of cohesive devices |  | organizes **limited** information, and cohesive devices are **not used** | organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** | organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** | organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas |
| **Criterion D.iii.**  use language to suit the context |  | makes **minimal** use of language to suit the context | uses language to suit the context to **some degree** | **usually** uses language to suit the context | uses language **effectively** to suit the context |