**Language acquisition assessment criteria—Emergent level**

**Criterion A: Listening**

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| *At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:*  i. identify explicit and implicit information (facts and/or opinions, and supporting details)  ii. analyze conventions  iii. analyze connections. | |
| **Achievement**  **Level** | **Level Descriptor—The student:** |
| 0 | **Does not** reach a standard described by any of the descriptors below. |
| 1-2 | 1. identifies **minimal** stated information (facts and/or opinions) in simple authentic texts 2. identifies **basic** conventions in simple authentic texts 3. identifies **basic** connections in simple authentic texts |
| 3-4 | 1. identifies **some** stated information (facts and/or opinions) in simple authentic texts 2. identifies **basic** conventions in simple authentic texts 3. identifies **basic** connections in simple authentic texts |
| 5-6 | 1. identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts 2. **interprets** conventions in simple authentic texts 3. **interprets** connections in simple authentic texts |
| 7-8 | 1. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts 2. **analyses** conventions in simple authentic texts 3. **analyses** connections in simple authentic texts |

**Language acquisition assessment criteria—Emergent level**

**Criterion B: Reading**

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| *At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:*   1. identify explicit and implicit information (facts and/or opinions, and supporting details) 2. analyze conventions 3. analyze connections | |
| **Achievement**  **Level** | **Level Descriptor—The student:** |
| 0 | **Does not** reach a standard described by any of the descriptors below. |
| 1-2 | 1. identifies **minimal** stated information (facts and/or opinions) in a variety of simple authentic texts 2. identifies **basic** conventions in simple authentic texts 3. identifies **basic** connections in simple authentic texts |
| 3-4 | 1. identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts 2. identifies **basic** conventions in simple authentic texts 3. identifies **basic** connections in simple authentic texts |
| 5-6 | 1. identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts 2. **interprets** conventions in simple authentic texts 3. **interprets** connections in simple authentic texts |
| 7-8 | 1. identifies **explicit** **and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts 2. **analyses** conventions in simple authentic texts 3. **analyses** connections in simple authentic texts |

**Language acquisition assessment criteria—Emergent level**

**Criterion C: Speaking**

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| *At the end of the emergent level, students should be able to:*   1. use a wide range of vocabulary 2. use a wide range of grammatical structures generally accurately 3. use clear pronunciation and intonation in comprehensible manner 4. communicate all or almost all the required information clearly and effectively | |
| **Achievement**  **Level** | **Level Descriptor—The student:** |
| 0 | **Does** **not** reach a standard described by any of the descriptors below. |
| 1-2 | 1. uses a **limited range** of vocabulary 2. uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication 3. uses pronunciation and intonation with **many** errors which **often** hinder comprehension 4. during interaction, communicates **limited** relevant information |
| 3-4 | 1. uses a **basic range** of vocabulary 2. uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication 3. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension 4. during interaction, communicates **some** relevant information |
| 5-6 | 1. uses a **range** of vocabulary 2. uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication 3. uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension 4. during interaction, communicates **most** of the relevant information |
| 7-8 | 1. uses a **wide range** of vocabulary 2. uses a **wide range** of grammatical structures **generally accurately** 3. uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** 4. during interaction, communicates **all or almost all** the required information **clearly and effectively** |

**Language acquisition assessment criteria—Emergent level**

**Criterion D: Writing**

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| *At the end of the emergent level, students should be able to:*   1. use a wide range of vocabulary 2. use a wide range of grammatical structures generally accurately 3. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices 4. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context. | |
| **Achievement**  **Level** | **Level Descriptor** |
| 0 | **Does not** reach a standard described by any of the descriptors below |
| 1-2 | 1. uses a **limited range** of vocabulary 2. uses a **limited range** of grammatical structures with **many** **errors** which **often** hinder communication 3. presents **some information** in a **partially-recognizable** format using **some** **basic** cohesive devices 4. communicates **limited** relevant information with **some sense** of audience and purpose to suit the context |
| 3-4 | 1. uses a **basic** **range** of vocabulary 2. uses a **basic** **range** of grammatical structures with **some** **errors** which **sometimes** hinder communication 3. organizes information in a **recognizable** format using a **range of basic** cohesive devices 4. communicates **some** relevant information with **some sense** of audience and purpose to suit the context |
| 5-6 | 1. uses a **range** of vocabulary 2. uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication 3. organizes information in an **appropriate** format using **simple and some** **complex** cohesive devices 4. communicates **most** relevant information with **a sense** of audience and purpose to suit the context |
| 7-8 | 1. uses a **wide range** of vocabulary 2. uses a **wide range** of grammatical structures **generally accurately** 3. organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices 4. communicates **all or almost all** the required information with **a clear sense** ofaudience and purpose to suit the context |