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|  | **Developing 1-2** | **Competent 3-4** | **Accomplished 5-6** | **Exemplary 7-8** |
| **A: Comprehending spoken and visual text**  | identifies **minimal** basic facts, messages, main ideas and supporting details,  | identifies **some** basic facts, messages, main ideas and supporting details,  | identifies **most** basic facts, messages, main ideas and supporting details,  | **clearly** identifies basic facts, messages, main ideas and supporting details,  |
|  | has **limited** awareness of basic conventions,  | has **some** awareness of basic conventions,  | has **considerable** awareness of basic conventions,  | has **excellent** awareness of basic conventions,  |
|  | 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. |
| **B: Comprehending written and visual text**  | identifies **minimal** basic facts, messages, main ideas and supporting details,  | identifies **some** basic facts, messages, main ideas and supporting details,  | identifies **most** basic facts, messages, main ideas and supporting details,  | **clearly** identifies basic facts, messages, main ideas and supporting details,  |
|  | 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,  |
|  | 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. |
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| **C: Communicating in response to spoken, written and visual text**  | 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**  | responds to simple short phrases and basic information in spoken and/or written and/or visual text, though **some responses may be inappropriate**  | responds **appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text | responds **in detail** and **appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text |
|  | 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 |
|  | 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 |
|  | 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. |
| **D: Using language in spoken and written form**  | **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**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy,  |
|  | 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**,  |
|  | 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. |