

## Language Acquisition- Phase Two

AL	Criterion A: Comprehending spoken and visual text
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</p> <p>ii. has <b>limited</b> awareness of basic conventions</p> <p>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>i. shows <b>some</b> understanding of messages, main ideas and supporting details</p> <p>ii. has <b>some</b> awareness of basic conventions</p> <p>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</p> <p>ii. has <b>considerable</b> awareness of basic conventions</p> <p>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</p> <p>ii. has <b>excellent</b> awareness of basic conventions</p> <p>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

AL	Criterion B: Comprehending written and visual text
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</p> <p>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</p> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>i. identifies <b>some</b> basic facts, main ideas, main ideas and supporting details; is <b>not always</b> able to draw conclusions</p> <p>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</p> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</p> <p>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making some personal response to the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</p> <p>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</p> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Language Acquisition- Phase Two

AL	Criterion C: Communicating in response to spoken, written and visual text
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are <b>often inappropriate</b></p> <p>ii. interacts <b>minimally</b> in basic structured exchanges</p> <p>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of familiar situations</p> <p>iv. communicates with a <b>limited</b> sense of audience.</p>
3 - 4	<p>i. responds to simple short phrases and <b>some</b> basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></p> <p>ii. interacts <b>to some degree</b> in basic structured exchanges</p> <p>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</p> <p>iv. communicates with <b>some</b> sense of audience.</p>
5 - 6	<p>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts <b>considerably</b> in basic structured exchanges</p> <p>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</p> <p>iv. communicates with a <b>considerable</b> sense of audience.</p>
7 - 8	<p>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts <b>confidently</b> in basic structured exchanges</p> <p>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in <b>a variety</b> of familiar situations; ideas are relevant, detailed and include examples</p> <p>iv. communicates with an <b>excellent</b> sense of audience.</p>

AL	Criterion D: Using language in spoken and written form
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</p> <p>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></p> <p>iii. makes <b>minimal</b> use of language to suit the context.</p>
3 - 4	<p>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</p> <p>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></p> <p>iii. uses language to suit the context to <b>some degree</b>.</p>
5 - 6	<p>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</p> <p>ii. organizes basic information and ideas well, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></p> <p>iii. <b>usually</b> uses language to suit the context.</p>
7 - 8	<p>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></p> <p>iii. uses language <b>effectively</b> to suit the context.</p>