



HS Level 6 Standards and Benchmarks

This level offers students the opportunity to reach a high degree of competence in a language and explore cultural aspects allowing the student to reach a higher level of understanding exchanging more complex ideas and abstract thought. The range of purposes and situations for which and in which the language is used extends well beyond previous levels, to the domains of work, social relationships, and the discussion of relevant societal issues for example. The type of language needed for these purposes and situations is more refined.

1. Listening

Standard 1.1: Comprehend and interpret spoken language on diverse topics

- 1.1.6a Comprehend main ideas of both concrete and abstract topics.
- 1.1.6b Comprehend standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social or academic life.
- 1.1.6c Comprehend animated conversations between native speakers.
- 1.1.6d Comprehend radio documentaries and other recorded audio material delivered in standard dialect.
- 1.1.6e Identify the speaker's tone and viewpoint.

Standard 1.2: Identify and interpret varied linguistic components to ensure comprehension

- 1.2.6a Follow complex lines of argument on reasonably familiar topics (provided the direction of the talk is sign-posted by explicit markers with support)

2. Reading

Standard 2.1: Comprehend and interpret written language on diverse topics

- 2.1.6a Comprehend with a large degree of independence, adapting style and speed of reading to different texts and purposes.
- 2.1.6b Scan quickly through long and complex/ and or literary texts, locating relevant details.
- 2.1.6c Quickly identify the content and relevance of news items, articles and reports (on a wide range of topics)

Standard 2.2: Identify and interpret the varied linguistic components to ensure comprehension.

- 2.2.6a Identify and understand complex linguistic structures/
- 2.2.6b Understand complex lines of argument in a wide range of texts.

3. Speaking

Standard 3.1: Present information, concepts and ideas to an audience of listeners on a variety of topics

- 3.1.6a Give a clear presentation with appropriate highlighting of significant points and relevant supporting details.
- 3.1.6b Give detailed reports with analysis on a wide range of subjects (related to his/her field of interest)
- 3.1.6c Develop a clear argument with supporting points of view and relevant examples.
- 3.1.6d Explain a viewpoint on a certain topic and abstract issues (advantages and disadvantages of various options)

Standard 3.2: Engage in conversations, express feelings and emotions and exchange opinions and information

- 3.2.6a Spontaneously depart from a prepared text and follow up points with fluency and ease of expression.
- 3.2.6b Debate familiar and unfamiliar topics with a degree of fluency and spontaneity.



Standard 3.3: Identify and use the appropriate linguistic tools to ensure effective communication

- 3.3.6a Vocabulary accuracy is high (some confusion and incorrect word choice does occur without hindering communication)
- 3.3.6b Demonstrate clear pronunciation and intelligible intonation
- 3.3.6c Use grammatical tools appropriate to a wide range of registers
- 3.3.6d Apply subtleties in the language
- 3.3.6e Demonstrate good grammatical control with minimal errors

4. Writing

Standard 4.1: Present information, concepts and ideas to an audience of readers on a variety of topics

- 4.1.6a Write clear, detailed texts on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources
- 4.1.6b Write clear, detailed descriptions on a variety of real or imaginary events and experiences
- 4.1.6c Apply established conventions appropriate to the genre
- 4.1.6d Write a review of a film, book or play
- 4.1.6e Write an essay or report, with a systematic argument highlighting significant points and providing relevant supporting detail
- 4.1.6f Evaluate different ideas or solutions to a problem

Standard 4.2: Identify and uses appropriate and varied linguistic tools to ensure effective communication

- 4.2.6a Demonstrate high lexical accuracy, though some confusion and incorrect word choice does occur without hindering communication
- 4.2.6b Produce continuous writing, following standard layout and paragraphing conventions
- 4.2.6c Spelling and punctuation are accurate
- 4.2.6d Use grammatical tools appropriate to a wide range of registers and apply subtleties in the language
- 4.2.6e Demonstrate grammatical control with minimal errors

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