

## Capable level

### Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts, this means have the spoken mode and other modes such as visual still images or visual moving images.

**At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:**  
**i. identify explicit and implicit information (facts, opinions, messages and supporting details)**  
**ii. analyse conventions**  
**iii. analyse connections.**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. identifies <b>minimal</b> stated information (facts, opinions, messages) in simple and some complex authentic texts ii. identifies <b>basic</b> conventions in simple and some complex authentic texts iii. identifies <b>basic</b> connections in simple and some complex authentic texts.
3–4	The student: i. identifies <b>some</b> stated information (facts, opinions, messages) in simple and some complex authentic texts ii. identifies <b>basic</b> conventions in simple and some complex authentic texts iii. identifies <b>basic</b> connections in simple and some complex authentic texts.
5–6	The student: i. identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b> ) in simple and some complex authentic texts ii. <b>interprets</b> conventions in simple and some complex authentic texts iii. <b>interprets</b> connections in simple and some complex authentic texts.
7–8	The student: i. identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b> ) in simple and some complex authentic texts ii. <b>analyses</b> conventions in simple and some complex authentic texts iii. <b>analyses</b> connections in simple and some complex authentic texts.

### Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts, this means have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:	
i.identify explicit and implicit information (facts, opinions, messages and supporting details)	
ii.analyse conventions	
iii.analyse connections.	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i.identifies <b>minimal</b> stated information (facts, opinions, messages) in simple and some complex authentic texts ii.identifies <b>basic</b> conventions in simple and some complex authentic texts iii.identifies <b>basic</b> connections in simple and some complex authentic texts.
3–4	The student: i.identifies <b>some</b> stated information (facts, opinions, messages) in simple and some complex authentic texts ii.identifies <b>basic</b> conventions in simple and some complex authentic texts iii.identifies <b>basic</b> connections in simple and some complex authentic texts.
5–6	The student: i.identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b> ) in simple and some complex authentic texts ii. <b>interprets</b> conventions in simple and some complex authentic texts iii. <b>interprets</b> connections in simple and some complex authentic texts.
7–8	The student: i.identifies <b>explicit and implicit</b> information (facts, opinions, messages, and <b>supporting details</b> ) in simple and some complex authentic texts ii. <b>analyses</b> conventions in simple and some complex authentic texts iii. <b>analyses</b> connections in simple and some complex authentic texts.

## Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the capable level, students should be able to:	
i.use a wide range of vocabulary	
ii.use a wide range of grammatical structures generally accurately	
iii.use clear pronunciation and intonation in a comprehensible manner	
iv.communicate all the required information clearly and effectively.	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:

<p><b>At the end of the capable level, students should be able to:</b></p> <p><b>i.use a wide range of vocabulary</b></p> <p><b>ii.use a wide range of grammatical structures generally accurately</b></p> <p><b>iii.use clear pronunciation and intonation in a comprehensible manner</b></p> <p><b>iv.communicate all the required information clearly and effectively.</b></p>	
	<p>i.uses a <b>limited range</b> of vocabulary</p> <p>ii.uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication</p> <p>iii.uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension</p> <p>iv.communicates <b>limited</b> relevant information.</p>
3-4	<p>The student:</p> <p>i.uses a <b>basic range</b> of vocabulary</p> <p>ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication</p> <p>iii.uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension</p> <p>iv.communicates <b>some</b> relevant information.</p>
5-6	<p>The student:</p> <p>i.uses a <b>range</b> of vocabulary</p> <p>ii.uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication</p> <p>iii.uses pronunciation and intonation with a <b>few</b> errors. However, these <b>do not</b> hinder comprehension</p> <p>iv.communicates <b>most</b> relevant information.</p>
7-8	<p>The student:</p> <p>i.uses a <b>wide range</b> of vocabulary</p> <p>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></p> <p>iii.uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b></p> <p>iv.communicates <b>almost all</b> the required information <b>clearly and effectively.</b></p>
<p><i>Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.</i></p>	

## Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the capable level, students should be able to:	
<p>i. use a <b>wide range of vocabulary</b></p> <p>ii. use a <b>wide range of grammatical structures generally accurately</b></p> <p>iii. <b>organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</b></p> <p>iv. <b>communicate all the required information with a clear sense of audience and purpose to suit the context.</b></p>	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. uses a <b>limited range</b> of vocabulary</li> <li>ii. uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication</li> <li>iii. organizes <b>some</b> information in a <b>recognizable</b> format using <b>some basic</b> cohesive devices</li> <li>iv. communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. uses a <b>basic range</b> of vocabulary</li> <li>ii. uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication</li> <li>iii. organizes information in a <b>recognizable</b> format using <b>a range of basic</b> cohesive devices</li> <li>iv. communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. uses a <b>range</b> of vocabulary</li> <li>ii. uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication</li> <li>iii. organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices</li> <li>iv. communicates <b>most</b> relevant information with <b>a sense</b> of audience and purpose to suit the context.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. uses a <b>wide range</b> of vocabulary</li> <li>ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>iii. organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and complex</b> cohesive devices</li> <li>iv. communicates <b>almost all</b> the required information with <b>a clear sense</b> of audience and purpose to suit the context.</li> </ul>

## Proficient level

### Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts, that means they should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:	
i.identify explicit and implicit information (facts, opinions, messages and supporting details)	
ii.analyse conventions	
iii.analyse connections.	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i.identifies <b>minimal</b> stated information (facts, opinions, messages) in complex authentic texts ii.identifies <b>basic</b> conventions in complex authentic texts iii.identifies <b>basic</b> connections in complex authentic texts.
3–4	The student: i.identifies <b>some</b> stated information (facts, opinions, messages) in complex authentic texts ii.identifies <b>basic</b> conventions in complex authentic texts iii.identifies <b>basic</b> connections in complex authentic texts.
5–6	The student: i.identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b> ) in complex authentic texts ii. <b>interprets</b> conventions in complex authentic texts iii. <b>interprets</b> connections in complex authentic texts.
7–8	The student: i.identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b> ) in complex authentic texts ii. <b>analyses</b> conventions in complex authentic texts iii. <b>analyses</b> connections in complex authentic texts.

### Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts, that means they should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multimodal texts and be able to:	
i.identify explicit and implicit information (facts, opinions, messages and supporting details)	
ii.analyse conventions	
iii.analyse connections.	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i.identifies <b>minimal</b> stated information (facts, opinions, messages) in complex authentic texts ii.identifies <b>basic</b> conventions in complex authentic texts iii.identifies <b>basic</b> connections in complex authentic texts.
3–4	The student: i.identifies <b>some</b> stated information (facts, opinions, messages) in complex authentic texts ii.identifies <b>basic</b> conventions in complex authentic texts iii.identifies <b>basic</b> connections in complex authentic texts.
5–6	The student: i.identifies <b>most</b> stated information (facts, opinions, messages and <b>supporting details</b> ) in complex authentic texts ii. <b>interprets</b> conventions in complex authentic texts iii. <b>interprets</b> connections in complex authentic texts.
7–8	The student: i.identifies <b>explicit and implicit</b> information (facts, opinions, messages and <b>supporting details</b> ) in complex authentic texts ii. <b>analyses</b> conventions in complex authentic texts iii. <b>analyses</b> connections in complex authentic texts.

## Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the proficient level, students should be able to:	
i.use a wide range of vocabulary	
ii.use a wide range of grammatical structures generally accurately	
iii.use clear pronunciation and intonation in a comprehensible manner	
iv.communicate all the required information clearly and effectively.	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i.uses a <b>limited range</b> of vocabulary

<p><b>At the end of the proficient level, students should be able to:</b></p> <p><b>i.use a wide range of vocabulary</b></p> <p><b>ii.use a wide range of grammatical structures generally accurately</b></p> <p><b>iii.use clear pronunciation and intonation in a comprehensible manner</b></p> <p><b>iv.communicate all the required information clearly and effectively.</b></p>	
	<p>ii.uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication</p> <p>iii.uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension</p> <p>iv.communicates <b>limited</b> relevant information.</p>
3-4	<p>The student:</p> <p>i.uses a <b>basic range</b> of vocabulary</p> <p>ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication</p> <p>iii.uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension</p> <p>iv.communicates <b>some</b> relevant information.</p>
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7-8	<p>The student:</p> <p>i.uses a <b>wide range</b> of vocabulary</p> <p>ii.uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></p> <p>iii.uses clear pronunciation and intonation which makes the communication <b>easy to comprehend</b></p> <p>iv.communicates <b>almost all</b> the required information <b>clearly and effectively.</b></p>
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7–8	<p>The student:</p> <p>i. uses a <b>wide range</b> of vocabulary</p> <p>ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></p> <p>iii. organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of complex</b> cohesive devices</p> <p>iv. communicates <b>almost all</b> the required information with <b>a clear sense</b> of audience and purpose to suit the context.</p>