Language acquisition assessment criteria

Emergent 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 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, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections.

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

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal, 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 emergent level, students should be exposed to a wide variety of simple 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 **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts, opinions, messages) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts, opinions, messages) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts, opinions, messages and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts. iii.**interprets** connections in simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts, opinions, messages and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections in simple 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 emergent 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 comprehensible manner
	iv.communicate all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv.communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.communicates **almost all** the required information **clearly and effectively**.
	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.

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.

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

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

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

Achievement level	Level descriptor
	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.
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:

	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.
	i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv.communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.communicates **almost all** the required information **clearly and effectively**.
	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.

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:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using **a range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices iv.communicates **almost all** the required information with **a clear sense** of audience and purpose to suit the context.

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

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

Achievement level	Level descriptor
	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.
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:
	i.uses a **limited range** of vocabulary

	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.
	ii. uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii. uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv. communicates **limited** relevant information.
3–4	The student: i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv. communicates **some** relevant information.
5–6	The student: i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii. uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv. communicates **most** relevant information.
7–8	The student: i. uses a **wide range** of vocabulary ii. uses a **wide range** of grammatical structures **generally accurately** iii. uses clear pronunciation and intonation which makes the communication **easy to comprehend** iv. communicates **almost all** the required information **clearly and effectively**.
	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.

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 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.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of complex** cohesive devices iv.communicates **almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate communicates limited relevant information with little ability to sustain interaction. Responses are brief and rely heavily on prompts.
2	The candidate communicates some relevant information and demonstrates some ability to sustain interaction. Responses are short and often require prompts.
3	The candidate communicates most relevant information and demonstrates ability to sustain interaction. Responses are developed and may sometimes require prompts.
4	The candidate communicates all relevant information and interaction is sustained. Responses are developed resulting in natural interaction.

Language acquisition subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between tasks and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Emergent

Grade	Descriptor
7	Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually

Grade	Descriptor
	transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.
4	Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Capable

Grade	Descriptor
7	Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates sophisticated critical and creative thinking to interpret and construct language. Frequently transfers knowledge and applies skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to interpret and construct language. Transfers knowledge and applies skills, often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work using a range of language. Communicates good understanding of linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to interpret and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.
4	Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of written, spoken and visual texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to interpret and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.

Grade	Descriptor
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to interpret and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to interpret and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to interpret and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Proficient

Grade	Descriptor
7	Produces high-quality, frequently innovative work using rich and varied language. Communicates comprehensive, nuanced understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Consistently demonstrates sophisticated critical and creative thinking to analyse and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work using rich and varied language. Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Demonstrates critical and creative thinking, frequently with sophistication, to analyse and construct language. Transfers knowledge and applies skills often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.
5	Produces generally high-quality work using some rich and varied language. Communicates good understanding of linguistic concepts and contexts through the effective use of language in response to a variety of literary and non-literary texts. Demonstrates critical and creative thinking, sometimes with sophistication, to analyse and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.
4	Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of literary and non-literary texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to analyse and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to analyse and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding.

Grade	Descriptor
	Demonstrates limited evidence of critical and creative thinking to analyse and construct language. Limited evidence of transfer of knowledge and application of skills.
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to analyse and construct language. Very inflexible, rarely shows evidence of knowledge or skills.