

Language B (Foundation) Assessment Criteria for the Middle Years Program

Oral Communication	1-2	3-4	5-6	7-8
Speaking and Listening - message and interaction	The student communicates information some of the time, on a limited variety of aspects within common/everyday topics. The student's responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate. The student's ideas are not always relevant; little or no detail is given. Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.	The student communicates information most of the time, on a limited variety of aspects within common/everyday topics. The student's responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate. The student's ideas are relevant though they contain limited detail. Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.	The student communicates information most of the time, on a variety of aspects within common/everyday topics. The student's responses show understanding of most questions/comments and are usually appropriate. The student's ideas are relevant and contain some detail where appropriate. The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.	The student consistently communicates information, on a variety of aspects within common/everyday topics. The student's responses show understanding of most questions/comments and are almost always appropriate. The student's ideas are relevant and detailed where appropriate. The student rarely needs prompting and/or rephrasing and actively contributes to the flow of ideas. Any pauses are natural.
Speaking - language	The student's pronunciation and intonation have many errors and make understanding difficult throughout the exchange. The student uses a limited vocabulary, and has difficulty in finding words. The student makes frequent errors when using basic grammatical structures.	The student's pronunciation and intonation have some errors, some of which make understanding difficult. The student uses a basic range of vocabulary, though there is some inappropriate word choice. The student uses basic grammatical structures, though with some errors.	The student's pronunciation and intonation have some errors, though these don't interfere with comprehensibility. The student makes good use of a basic range of vocabulary. The student uses basic grammatical structures, generally accurately. There are some attempts at more-complex structures.	The student's pronunciation and intonation are clear and make communication easy. The student makes excellent use of a basic range of vocabulary. The student uses basic and more-complex grammatical structures, generally accurately.

Writing	1-2	3-4	5-6	7-8
Writing - message and organisation	The student communicates information some of the time, on a limited variety of aspects within common/everyday topics. The student's ideas are basic and/or repetitive; they are not always relevant and little or no detail is given. There is little or no formal structure, making the information/ideas difficult to follow.	The student communicates information most of the time, on a limited variety of aspects within common/everyday topics. The student's ideas are usually relevant, though they contain limited detail and/or support. The presentation shows a good attempt at structure, though there are some lapses. The student uses few cohesive devices.	The student communicates information most of the time, on a variety of aspects within common/everyday topics. The student's ideas are relevant and contain some detail and/or support where appropriate. The presentation follows a logical structure. The student uses a basic range of cohesive devices.	The student always communicates information, on a variety of aspects within common/everyday topics. The student's ideas are relevant and detailed and/or supported where appropriate. The presentation follows a logical structure. The student uses cohesive devices that add clarity to the message.
Writing - language	The student uses a limited range of vocabulary and grammatical structures; there are frequent errors that interfere with communication. Spelling/writing often impede communication	The student uses a basic range of vocabulary and grammatical structures; there are some errors that interfere with communication. There are some errors in spelling/writing that sometimes interfere with communication.	The student makes good use of a basic range of vocabulary and grammatical structures. Vocabulary and grammar are generally accurate. There are some attempts at more-complex structures. There are some errors in spelling/writing, but these do not interfere with communication.	The student makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more-complex structures. Vocabulary and grammar are accurate. There may be occasional errors in spelling/writing, but these do not interfere with communication.

Reading Comprehension	1-2 x 2	3-4 x 2	5-6 x2	7-8 x2
Text Interpretation	The student identifies basic facts in texts with familiar language. The student shows a limited understanding of the text(s) overall	The student identifies basic and more-complex facts in texts with familiar language, and identifies the main idea. The student shows an understanding of some parts of the text(s).	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language, and identifies the main idea and supporting details. The student shows an understanding of most parts of the text(s).	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language, identifies the main idea and supporting details, and draws conclusions. The student shows good understanding of the text(s) overall.

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