

ASSESSMENT CRITERIA STANDARDS MATRIX - LEVELS 1 – 3

Level	LISTENING SKILL CRITERION: COMPREHENSION	SPEAKING SKILL CRITERION: CONVEYING MEANING	READING SKILL CRITERION: COMPREHENSION	WRITING SKILL CRITERION: CONVEYING MEANING
Highly proficient	Comprehensive understanding of the text(s) including gist and detail Full grasp of meaning of familiar and unfamiliar, complex language Clear appreciation of speaker's tone, attitude and purpose Demonstrated understanding of cultural meanings	Extensive range of vocabulary and grammatical features on familiar topics, used with a high level of accuracy Very good pronunciation, intonation, rhythm and emphasis Exchange initiated and maintained with little or no prompting Register is appropriate to the situation Demonstrated sensitivity to cultural contexts	Comprehensive understanding of the text(s) including gist and detail Full grasp of meaning of familiar and unfamiliar, complex language Clear appreciation of speaker's tone, attitude and purpose Demonstrated understanding of cultural meanings	Extensive range of vocabulary and grammatical features on familiar topics, used with a high level of accuracy Word order, spelling, punctuation and, if applicable, script are highly accurate The writer's ideas and purpose are expressed with clarity and creativity Text is well-organised, relevant and coherent Register and text type are appropriate to the situation Demonstrated sensitivity to cultural contexts
Very Proficient	Good understanding of the text(s) including gist and some detail Full grasp of meaning of familiar language but unfamiliar, complex language may be misunderstood Recognition of speaker's tone, attitude and purpose Some understanding of cultural meanings	Effective range of vocabulary and grammatical features on familiar topics, but errors and inaccuracies may lead to some breakdown in meaning Pronunciation, intonation, rhythm and emphasis acceptable to a background speaker Exchange initiated and maintained with some prompting Register is mostly appropriate to the situation Some sensitivity to cultural contexts is evident	Good understanding of the text(s) including gist and some detail Full grasp of meaning of familiar language but unfamiliar, complex language may be misunderstood Recognition of speaker's tone, attitude and purpose Some understanding of cultural meanings	Effective range of vocabulary and grammatical features on familiar topics, but occasional errors and inaccuracies may affect clarity of meaning Word order, spelling, punctuation and, if applicable, script are reasonably accurate The writer's ideas and purpose are clearly expressed Text is reasonably well-organised, relevant and coherent Register and text type are appropriate to the situation Some sensitivity to cultural contexts is evident
Proficient	Essential understanding of the text including gist and some detail Sound understanding of meaning of familiar language Recognition of speaker's tone, attitude and purpose identified within familiar contexts Some understanding of explicitly taught cultural meanings	Restricted range of vocabulary and structures; some breakdown of meaning; frequent errors Pronunciation, intonation, rhythm and emphasis comprehensible to a background speaker Exchange requires frequent prompting Register may not be appropriate to the situation Some recognition of cultural contexts is evident	Essential understanding of the text including gist and some detail Sound understanding of meaning of familiar language Recognition of speaker's tone, attitude and purpose identified within familiar contexts Some understanding of explicitly taught cultural meanings	Restricted range of vocabulary and structures; some breakdown of meaning; frequent errors Word order, spelling, punctuation and, if applicable, script contain errors The writer's ideas and purpose are identified Text organisation and coherence are basic Register or text type may not be appropriate to the situation Some recognition of cultural contexts is evident
Not Yet Proficient	Limited or fragmented understanding of the text Limited understanding of meaning of familiar language Some aspects of speaker's tone, attitude and purpose may be identified within familiar contexts Little evidence of understanding of cultural meanings	Restricted or repetitive vocabulary and structures Errors in pronunciation, intonation, rhythm and emphasis interfere with ability to convey meaning Exchange requires excessive guidance Register or cultural references may not have been considered Limited recognition of cultural contexts may be evident	Limited or fragmented understanding of the text Limited understanding of meaning of familiar language Some aspects of speaker's tone, attitude and purpose may be identified within familiar contexts Little evidence of understanding of cultural meanings	Errors are evident in all but restricted or repetitive vocabulary and structures Errors in word order, spelling, punctuation and, if applicable, script interfere with ability to convey meaning The writer's ideas and purpose may be identified Text lacks organisation and coherence Register and text type may not be appropriate to the situation Limited recognition of cultural contexts may be evident

ASSESSMENT CRITERIA STANDARDS MATRIX - LEVELS 4 AND HIGHER

Level	LISTENING SKILL CRITERION: COMPREHENSION	SPEAKING SKILL CRITERION: CONVEYING MEANING	READING SKILL CRITERION: COMPREHENSION	WRITING SKILL CRITERION: CONVEYING MEANING
Highly proficient	<p>Comprehensive understanding of the text(s) including gist and detail</p> <p>Full grasp of meaning of familiar and unfamiliar, complex and idiomatic language</p> <p>Clear distinction between main and minor points</p> <p>Ability to deduce meaning from context</p> <p>Ability to draw appropriate conclusions</p> <p>Appreciation of speaker's tone, attitude and purpose</p> <p>Demonstrated understanding of cultural meanings</p>	<p>Extensive range of vocabulary and grammatical features on familiar topics, used with a high level of accuracy</p> <p>Very good pronunciation, intonation, rhythm and emphasis</p> <p>Exchange initiated and maintained with little or no prompting</p> <p>Register is appropriate to the situation</p> <p>Demonstrated sensitivity to cultural contexts</p> <p>Ability to convey connected thoughts and ideas coherently and flexibly</p> <p>Ability to convey intention and attitude effectively</p> <p>Ability to use appropriate pause fillers, non-verbal techniques and repair strategies effectively</p>	<p>Comprehensive understanding of the text(s) including gist and detail</p> <p>Full grasp of meaning of familiar and unfamiliar, complex and idiomatic language</p> <p>Clear distinction between main and minor points</p> <p>Ability to deduce meaning from context</p> <p>Ability to draw appropriate conclusions</p> <p>Appreciation of speaker's tone, attitude and purpose</p> <p>Demonstrated understanding of cultural meanings</p>	<p>Extensive range of vocabulary and grammatical features on familiar topics, used with a high level of accuracy and flexibility</p> <p>Word order, spelling, punctuation and, if applicable, script are highly accurate</p> <p>Demonstrated use of complex sentences (with aspects of time, mood and intention)</p> <p>Effective use of cohesive devices</p> <p>The writer's ideas and purpose are expressed with clarity and creativity</p> <p>Text is well-organised, relevant and coherent</p> <p>Register and text type are appropriate to the situation</p> <p>Demonstrated sensitivity to cultural contexts</p>
Very Proficient	<p>Good understanding of the text(s) including gist and significant detail</p> <p>Full grasp of meaning of familiar language; unfamiliar, complex and idiomatic language may be misunderstood</p> <p>Difference between main and minor points usually identified</p> <p>Ability to deduce some meaning from context</p> <p>Understanding of speaker's tone, attitude and purpose</p> <p>Some understanding of cultural meanings</p>	<p>Good range of vocabulary and grammatical features on familiar topics, but errors and inaccuracies in more complex language or in attempts at originality</p> <p>Pronunciation, intonation, rhythm and emphasis acceptable to a background speaker</p> <p>Exchange initiated and maintained with some prompting</p> <p>Register is mostly appropriate to the situation</p> <p>Some sensitivity to cultural contexts is evident</p> <p>Ability to connect thoughts and ideas effectively</p> <p>Some ability to convey intention and attitude</p> <p>Ability to use pause fillers, non-verbal techniques and repair strategies appropriately</p>	<p>Good understanding of the text(s) including gist and significant detail</p> <p>Full grasp of meaning of familiar language; unfamiliar, complex and idiomatic language may be misunderstood</p> <p>Difference between main and minor points usually identified</p> <p>Ability to deduce some meaning from context</p> <p>Understanding of speaker's tone, attitude and purpose</p> <p>Some understanding of cultural meanings</p>	<p>Effective range of vocabulary and grammatical features on familiar topics, but occasional errors and inaccuracies may affect clarity of meaning</p> <p>Word order, spelling, punctuation and, if applicable, script are reasonably accurate</p> <p>Attempts at flexibility and complexity</p> <p>Reasonable use of cohesive devices</p> <p>The writer's ideas and purpose are clearly expressed</p> <p>Text is generally well-organised, relevant and coherent</p> <p>Register and text type are appropriate to the situation</p> <p>Some sensitivity to cultural contexts is evident</p>
Proficient	<p>Essential understanding of the text(s) including gist and some detail</p> <p>Sound understanding of meaning of familiar language</p> <p>Difference between main and minor points identified when explicitly stated</p> <p>Ability to deduce some meaning from context</p> <p>Understanding of speaker's tone, attitude and purpose within familiar contexts</p> <p>Some understanding of explicitly taught cultural meanings</p>	<p>Restricted range of vocabulary and structures; some breakdown of meaning; frequent errors</p> <p>Pronunciation, intonation, rhythm and emphasis comprehensible to a background speaker</p> <p>Exchange requires frequent prompting</p> <p>Register is mostly appropriate to the situation</p> <p>Some awareness of cultural contexts is evident</p> <p>Some ability to connect thoughts and ideas</p> <p>Limited ability to convey intention and attitude</p> <p>Some ability to use pause fillers, non-verbal techniques and repair strategies appropriately</p>	<p>Essential understanding of the text(s) including gist and some detail</p> <p>Sound understanding of meaning of familiar language</p> <p>Difference between main and minor points identified when explicitly stated</p> <p>Ability to deduce some meaning from context</p> <p>Understanding of speaker's tone, attitude and purpose within familiar contexts</p> <p>Some understanding of explicitly taught cultural meanings</p>	<p>Restricted range of vocabulary and structures; some breakdown of meaning; frequent errors</p> <p>Word order, spelling, punctuation and, if applicable, script contain errors</p> <p>Attempts are made to link points</p> <p>The writer's ideas and purpose are identified</p> <p>Text organisation and coherence are basic, and content may not always be relevant</p> <p>Register or text type may not be appropriate to the situation</p> <p>Some recognition of cultural contexts is evident</p>
Not Yet Proficient	<p>Limited or fragmented understanding of the text</p> <p>Limited understanding of meaning of familiar language</p> <p>Some aspects of speaker's tone, attitude and purpose may be identified within familiar contexts</p> <p>Little evidence of understanding of cultural meanings</p>	<p>Restricted or repetitive vocabulary and structures</p> <p>Errors in pronunciation, intonation, rhythm and emphasis interfere with ability to convey meaning</p> <p>Exchange requires excessive guidance</p> <p>Register or cultural references may not have been considered</p> <p>Limited recognition of cultural contexts may be evident</p> <p>Ineffective use of pause fillers, non-verbal techniques and repair strategies</p>	<p>Limited or fragmented understanding of the text</p> <p>Limited understanding of meaning of familiar language</p> <p>Some aspects of speaker's tone, attitude and purpose may be identified within familiar contexts</p> <p>Little evidence of understanding of cultural meanings</p>	<p>Errors are evident in all but restricted or repetitive vocabulary and structures</p> <p>Errors in word order, spelling, punctuation and, if applicable, script interfere with ability to convey meaning</p> <p>The writer's ideas and purpose may be identified</p> <p>Text lacks organisation and coherence</p> <p>Length and relevance of writing may not satisfy the task</p> <p>Register and text type may not be appropriate to the situation</p>