

Corwin International Magnet School

Language Acquisition, Phase 1 – Assessment Criteria

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 1, students should be able to:

iv. identify basic facts, messages, main ideas and supporting details

v. recognize basic conventions

vi. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

| 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 basic facts, messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole. |
| 3-4 | The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole. |
| 5-6 | The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole. |
| 7-8 | The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole. |

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Language Acquisition, Phase 1 – Assessment Criteria

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

| Achievement level | Level descriptor |
|-------------------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | <p>The student:</p> <ul style="list-style-type: none">i. identifies minimal basic facts, messages, main ideas and supporting detailsii. has limited awareness of basic aspects of format and style, and author's purpose for writingiii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p> |
| 3–4 | <p>The student:</p> <ul style="list-style-type: none">i. identifies some basic facts, messages, main ideas and supporting detailsii. has some awareness of basic aspects of format and style, and author's purpose for writingiii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p> |
| 5–6 | <p>The student:</p> <ul style="list-style-type: none">i. identifies most basic facts, messages, main ideas and supporting detailsii. has considerable awareness of basic aspects of format and style, and author's purpose for writingiii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p> |
| 7–8 | <p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting detailsii. has excellent awareness of basic aspects of format and style, and author's purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

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Language Acquisition, Phase 1 – Assessment Criteria

Criterion C: Communicating in response to spoken, written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience. |
| 3–4 | The student: i. responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience. |
| 5–6 | The student: i. responds appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience. |
| 7–8 | The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience. |

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Language Acquisition, Phase 1 – Assessment Criteria

Criterion D: Using language in spoken and written form

Maximum: 8

At the end of phase 1, students should be able to:

- i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language 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. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors , making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of language to suit the context. |
| 3–4 | The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices ; when speaking, uses pronunciation and intonation with some errors , some of which make understanding difficult ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree . |
| 5–6 | The student: i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately ; when speaking, uses pronunciation and intonation with some errors , though these do not interfere with comprehensibility ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context. |
| 7–8 | The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately ; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context. |