

Language Acquisition Objectives

Emergent level – Year 1

Objective A: Listening

Texts used for the listening task should be spoken multimodal texts. This means that the texts 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 and/or opinions, and supporting details)
- (ii) analyse conventions
- (iii) analyse connections

Objective B: Reading

Texts used for the reading task should be written multimodal. This means that the texts 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 and/or opinions, and supporting details)
- (ii) analyse conventions
- (iii) analyse connections.

Objective C: Speaking

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 or almost all the required information clearly and effectively.

Objective D: Writing

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 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 or almost all the required information with a clear sense of audience and purpose to suit the context.**

Language Acquisition Assessment Criteria

Emergent level – Year 1

Criterion A: Listening

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> identifies minimal stated information (facts and/or opinions) in simple authentic texts. identifies basic conventions in simple authentic texts. identifies basic connections between simple authentic texts.
3 – 4	The student: <ol style="list-style-type: none"> identifies some stated information (facts and/or opinions) in simple authentic texts. identifies basic conventions in simple authentic texts. identifies basic connections between simple authentic texts.
5 – 6	The student: <ol style="list-style-type: none"> identifies most stated information (facts and/or opinions and supporting details) in a variety of simple authentic texts. interprets conventions in simple authentic texts. interprets connections between simple authentic texts.
7 – 8	The student: <ol style="list-style-type: none"> identifies explicit and implicit information (facts and/or opinions and supporting details) in a wide variety of simple authentic texts. analyses conventions in simple authentic texts. analyses connections between simple authentic texts.



Language Acquisition Assessment Criteria

Emergent level – Year 1

Criterion B: Reading

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts. identifies basic conventions in simple authentic texts. identifies basic connections between simple authentic texts.
3 – 4	The student: <ol style="list-style-type: none"> identifies some stated information (facts and/or opinions) in a variety of simple authentic texts. identifies basic conventions in simple authentic texts. identifies basic connections between simple authentic texts.
5 – 6	The student: <ol style="list-style-type: none"> identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts interprets conventions in simple authentic texts. interprets connections between simple authentic texts.
7 – 8	The student: <ol style="list-style-type: none"> identifies explicit and implicit information (facts and/or opinions and supporting details) in a wide variety of simple authentic texts. analyses conventions in simple authentic texts. analyses connections between simple authentic texts.



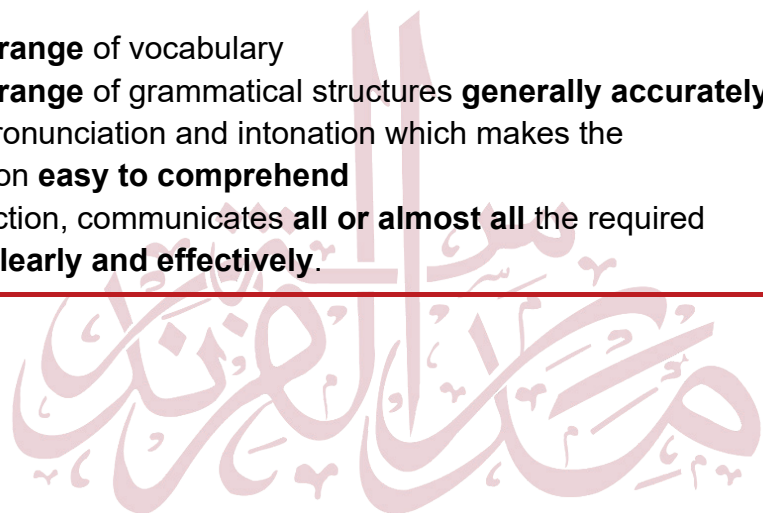
Language Acquisition Assessment Criteria

Emergent level – Year 1

Criterion C: Speaking

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> uses a limited range of vocabulary uses a limited range of grammatical structures with many errors which often hinder communication uses pronunciation and intonation with many errors which often hinder comprehension during interaction, communicates limited relevant information.
3 – 4	The student: <ol style="list-style-type: none"> uses a basic range of vocabulary uses a basic range of grammatical structures with some errors which sometimes hinder communication uses pronunciation and intonation with some errors which sometimes hinder comprehension during interaction, communicates some relevant information.
5 – 6	The student: <ol style="list-style-type: none"> uses a range of vocabulary uses a range of grammatical structures with a few errors which do not hinder communication uses pronunciation and intonation with a few errors. However, these do not hinder comprehension during interaction, communicates most of the relevant information.
7 – 8	The student: <ol style="list-style-type: none"> uses a wide range of vocabulary uses a wide range of grammatical structures generally accurately uses clear pronunciation and intonation which makes the communication easy to comprehend during interaction, communicates all or almost all the required information clearly and effectively.



Language Acquisition Assessment Criteria

Emergent level – Year 1

Criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: <ol style="list-style-type: none"> uses a limited range of vocabulary uses a limited range of grammatical structures with many errors which often hinder communication presents some information in a partially-recognizable format using some basic cohesive devices communicates limited relevant information with some sense of audience and purpose to suit the context.
3 – 4	The student: <ol style="list-style-type: none"> uses a basic range of vocabulary uses a basic range of grammatical structures with some errors which sometimes hinder communication organizes information in a recognizable format using a range of basic cohesive devices communicates some relevant information with some sense of audience and purpose to suit the context.
5 – 6	The student: <ol style="list-style-type: none"> uses a range of vocabulary uses a range of grammatical structures with a few errors which do not hinder communication organizes information in an appropriate format using simple and some complex cohesive devices communicates most relevant information with a sense of audience and purpose to suit the context.
7 – 8	The student: <ol style="list-style-type: none"> uses a wide range of vocabulary uses a wide range of grammatical structures generally accurately organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.