

## Language Acquisition Objectives

### Proficient level – Years 4 & 5

#### 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 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 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 texts. 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 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 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 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) during interaction, 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 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 or almost all the required information with a clear sense of audience and purpose to suit the context.

## Language Acquisition Assessment Criteria

### Proficient level – Years 4 & 5

#### Criterion A: Listening

Maximum: 8

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



## Language Acquisition Assessment Criteria

### Proficient level – Years 4 & 5

#### Criterion B: Reading

Maximum: 8

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



## Language Acquisition Assessment Criteria

### Proficient level – Years 4 & 5

#### Criterion C: Speaking

Maximum: 8

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

## Language Acquisition Assessment Criteria

### Proficient level – Years 4 & 5

#### Criterion D: Writing

Maximum: 8

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