

RATING SCALES for CONTINUOUS ASSESSMENT

[Grades 11 + 12]

LISTENING

TEXTS + EVERYDAY LANG

5	<ul style="list-style-type: none"> – Readily understands when spoken to. – Can usually understand electronic texts without difficulty.
4	<ul style="list-style-type: none"> – Usually understands when spoken to. – Can understand electronic texts with only occasional difficulty.
3	<ul style="list-style-type: none"> – Can generally understand when spoken to, but may need repetition. – Can understand electronic texts reasonably well.
2	<ul style="list-style-type: none"> – Sometimes misunderstands when spoken to. – Has some difficulty in understanding electronic texts.
1	<ul style="list-style-type: none"> – Has noticeable difficulty in understanding when spoken to. – Has great difficulty in understanding electronic texts.

SPEAKING

INTERACTION

5	<ul style="list-style-type: none"> – Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/ misunderstandings. 	2	<ul style="list-style-type: none"> – Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction.
4	<ul style="list-style-type: none"> – Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. 	1	<ul style="list-style-type: none"> – Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication.
3	<ul style="list-style-type: none"> – Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. 		<p style="text-align: center;">#####</p> <p style="text-align: center;">#####</p>

SPEAKING (cont'd)

PRESENTATIONS

5	<ul style="list-style-type: none"> – Presentation is easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing. 	2	<ul style="list-style-type: none"> – Manages to convey <i>some</i> information, but generally the presentation is ineffective and lacks interest. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear. – Use of supporting visuals is limited. – Answers to Qs are not very clear.
4	<ul style="list-style-type: none"> – Presentation is mostly clear, as well as fairly interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies, but meaning is only rarely obscured. – Supporting visuals are adequate. – Answers to Qs are only mostly adequate. 	1	<ul style="list-style-type: none"> – Presentation is unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or clearly inadequate. – Answers to Qs are non-existent or very inadequate.
3	<ul style="list-style-type: none"> – Presentation is reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are reasonably adequate. – Answers to Qs are only partly effective. 		<p>#####</p> <p>#####</p>

READING

CLASS-BASED ('Core', Gr 11)

ELECTIVE (Gr 11 + 12)

5	Can tackle and understand a wide range of texts with ease and confidence.
4	Can understand main points and details in straightforward texts, but has difficulty with more complex texts.
3	With straightforward texts, generally understands main points, but sometimes has difficulty in extracting specific information.
2	Reading is slow and restricted to relatively short and simple texts.
1	Has difficulty in understanding even short and simple texts.

INDEPENDENT (‘Core’, Gr 11 + 12)

5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.
4	<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.
3	<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.
2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.
1	<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.

WRITING

INTERACTIVE

5	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	<ul style="list-style-type: none"> – Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/ Vocab contain frequent serious errors.
1	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

INFORMATIVE

5	<ul style="list-style-type: none"> – Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
4	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence, and is sometimes unclear. There are frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to convey some information, but the result is clearly inadequate. – The language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt, conveying very little relevant information. – Language used is extremely limited and/or seriously distorted.

NARRATIVE

5	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way, providing appropriate additional details. – The text is coherent and easy to read. – Not many language errors.
4	<ul style="list-style-type: none"> – Tells the story reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and the text sometimes lacks coherence.
3	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a very limited way. – Language used is limited in range and/or contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt to tell the story. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

EVALUATIVE

5	<ul style="list-style-type: none"> – Expresses opinions on the topic in a lively, interesting way, making effective use of supporting arguments. – Text is well-organised and clear. – Not many language errors.
4	<ul style="list-style-type: none"> – Expresses opinions on the topic reasonably well, but use of supporting arguments is only partially effective. – There are noticeable language errors, which occasionally obscure the writer's meaning.
3	<ul style="list-style-type: none"> – Manages to express opinions on the topic, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to discuss the topic, but the result is clearly inadequate. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt to discuss the topic. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

WRITING (cont'd)

NEWS REPORTS

5	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way. – Text shows a very good awareness of the structure, style and content of news reports. – Not many language errors.
4	<ul style="list-style-type: none"> – Tells the story reasonably well, attempting to provide some additional detail. – Text shows a good awareness of the structure, style and content of news reports. – There are noticeable language errors, which occasionally obscure meaning.
3	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a very limited way. – Text shows some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence, and contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Text shows only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt to tell the story. – Text shows little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted

ASSESSMENT REPORTS

5	<ul style="list-style-type: none"> – Presents relevant information clearly and and in a well-organised way. –Text shows a very good awareness of the structure and content of assessment reports. – Uses language which is appropriate to the reader and context. – Not many language errors.
4	<ul style="list-style-type: none"> – Presents relevant information with reasonable coherence and success. – Text shows a good awareness of the structure and content of assessment reports. – There are clear attempts to use language appropriate to the reader and context. – There are noticeable language errors, which occasionally obscure meaning.
3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Text shows some awareness of the structure and content of assessment reports. – Some of the language used is inappropriate to the reader and context. – Writing generally lacks clarity and coherence, and contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to convey some information, but the result is clearly inadequate. – Text shows only limited awareness of the structure and content of assessment reports. – There is little evidence of any attempt to use appropriate language. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt at the task, conveying very little relevant information. – Text shows little or no awareness of the structure and content of assessment reports. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

WRITING (cont'd)

INTERVIEWS

5	<ul style="list-style-type: none">–The interview-script is clear, coherent, lively and interesting.– Consistently uses spoken language which is appropriate and natural.– Not many language errors.
4	<ul style="list-style-type: none">–The interview-script is clear and coherent enough, but only moderately interesting.– There are clear attempts to use spoken language which is appropriate and natural.– There are noticeable language errors, which occasionally obscure meaning.
3	<ul style="list-style-type: none">–The interview-script lacks interest and is occasionally unclear.– Some of the spoken language used is inappropriate and does not sound natural.– There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none">– The interview-script is noticeably unclear in parts.– There is little evidence of any attempt to use spoken language which is appropriate and sounds natural.– Writing generally lacks coherence, and contains frequent errors.
1	<ul style="list-style-type: none">– The interview-script is very disjointed and confusing.– Language used is very limited and/or contains many serious errors and/or is very inappropriate.