Performance standards for Essential English  
Stage 1

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| - | Communication | Comprehension | Analysis | Application |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |