Performance standards for English as an Additional Language  
Stage 1

Downloaded from the online subject outline

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| - | Communication | Comprehension | Analysis | Application |
| A | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Thorough and consistent demonstration of grammatical control and complexity. | Insightful comprehension and interpretation of complex information, ideas, and opinions in texts.  Thorough and effective understanding of the purpose, structure, and language features of texts. | Thorough analysis of personal, social, and cultural perspectives in texts.  Consistently clear analysis of ways in which texts are created for specific purposes and audiences. | Consistent use of complex language features and conventions for different purposes and audiences.  Discerning selection and use of relevant evidence and examples from a range of sources to support a point of view. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control and complexity. | Detailed comprehension and interpretation of some complex information, ideas, and opinions in texts.  Well-considered understanding of the purpose, structure, and language features of texts. | Effective analysis of personal, social, and cultural perspectives in texts.  Well-considered analysis of ways in which texts are created for specific purposes and audiences. | Effective use of language features and conventions for different audiences and purposes.  Considered selection and use of evidence and examples from a range of sources to support a point of view. |
| C | Generally clear and coherent writing and speaking, with an appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Appropriate comprehension and interpretation of information, ideas, and opinions in texts.  Appropriate understanding of the purpose, structure, and language features of some texts. | Some analysis of personal, social, and cultural perspectives in texts.  Analysis with some description of ways in which texts are created for purposes and audiences. | Appropriate use of language features and conventions for different audiences and purposes.  Selection of evidence and examples from a range of sources to support a point of view. |
| D | Occasionally clear and coherent writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Comprehension of aspects of information, ideas, and/or opinions in texts.  Some recognition and awareness of the purpose, structure, and/or language features of texts. | Recognition of personal, social, and/or cultural perspectives in texts.  Identification of ways in which texts are created for specific purposes and/or audiences. | Some use of language features and conventions.  Selection of some evidence and examples from a narrow range of sources. |
| E | Limited clarity and coherence in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Limited comprehension of information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features of a text. | Limited recognition of personal, social, and/or cultural perspectives in texts.  Identification of a purpose or audience for a text. | Attempted use of language features and conventions.  Selection of some evidence from a source. |