

## NSL Preliminary Beginners Skills Descriptors

<b>Grade A (outstanding: 90-100)</b>	<b>Listening/Reading</b>	<p>Student demonstrates <i>extensive knowledge, perceptive analysis</i> and the ability to draw accurate conclusions from a <i>wide</i> range of spoken/written texts.</p> <p>Responses are <i>clearly expressed</i> showing a <i>very high degree of critical thinking</i>, identifying the required detail.</p>
	<b>Speaking</b>	<p>Student can maintain <i>effective</i> communication with a high level of <i>confidence</i>, speaks <i>spontaneously</i> and <i>creatively</i> drawing on the <i>full range</i> of vocabulary and idiomatic expressions learnt.</p> <p>Responses are fluent and meaningful, using the <i>full range</i> of grammatical structures learnt and giving <i>detailed</i> information.</p> <p>Pronunciation and intonation are <i>highly developed</i>.</p>
	<b>Writing</b>	<p>Student can maintain <i>effective</i> communication in the written task with <i>creative flair</i>, drawing on the <i>full range</i> of vocabulary and idiomatic expressions learnt.</p> <p>Sentences are <i>well structured</i> using a <i>broad range</i> of grammatical concepts learnt and giving detailed information. Spelling is <i>accurate</i> and text type is appropriate.</p>
<b>Grade B (thorough: 75-89)</b>	<b>Listening/Reading</b>	<p>Student demonstrates a <i>thorough knowledge</i> and <i>understanding</i> of a variety of spoken/written texts.</p> <p>Responses are <i>generally clearly expressed</i> showing a <i>high degree of critical thinking</i>, identifying <i>most</i> of the required detail.</p>
	<b>Speaking</b>	<p>Student can maintain <i>effective</i> communication with a level of confidence, drawing on a <i>comprehensive</i> range of vocabulary and idiomatic expressions learnt.</p> <p>Responses are meaningful, using <i>a range</i> of grammatical structures learnt and giving <i>detailed</i> information.</p> <p>Pronunciation and intonation are <i>mostly correct</i>.</p>
	<b>Writing</b>	<p>Student can <i>communicate complex ideas</i> and <i>information</i> in the written task, drawing on <i>a comprehensive</i> range of vocabulary and idiomatic expressions learnt.</p> <p>Sentences are <i>well structured</i> using <i>a broad range</i> of the grammatical concepts learnt and giving <i>detailed</i> information. There are some <i>minor errors</i> in spelling. Student demonstrates a good understanding of text types.</p>

## NSL Preliminary Beginners Skills Descriptors

<b>Grade C (sound: 60-74)</b>	<b>Listening/Reading</b>	<p>Student demonstrates <b>sound understanding</b> of the meaning of a range of spoken/written texts. Student can apply skills in a range of familiar contexts and demonstrates skills in selecting and integrating information.</p> <p>Responses are <b>sound</b>, with a <b>degree of accuracy</b> but some relevant details are <b>omitted</b>.</p>
	<b>Speaking</b>	<p>Student can <b>communicate relevant ideas in an appropriate manner</b> and <b>demonstrate skills in a range of familiar contexts</b>, drawing on a range of vocabulary and idiomatic expressions learnt.</p> <p>Sentences are <b>coherent</b> using <b>a range</b> of grammatical structures learnt, giving <b>appropriate</b> information but with <b>some inaccuracies</b>.</p> <p>Quality of pronunciation and intonation are not always consistent.</p>
	<b>Writing</b>	<p>Student can <b>communicate relevant ideas in familiar contexts</b>, drawing on a range of vocabulary and idiomatic expressions learnt.</p> <p>Sentences are <b>coherent</b> using <b>a range</b> of the grammatical structures learnt, giving <b>appropriate</b> information but with <b>inaccuracies</b> in spelling, grammar and understanding of text types.</p>
<b>Grade D (basic: 45-59)</b>	<b>Listening/Reading</b>	<p>Student demonstrates a <b>basic understanding</b> of spoken/written texts in familiar contexts.</p> <p>Responses are <b>basic, not clearly expressed</b> with some <b>incorrect</b> detail.</p>
	<b>Speaking</b>	<p>Student communicates at a <b>basic</b> level in some familiar contexts. Student uses some <b>relevant</b> vocabulary and expressions learnt.</p> <p>Sentences are <b>simple</b> and <b>descriptive</b> using a <b>basic range</b> of grammatical structures learnt and with <b>several inaccuracies</b>.</p> <p>Pronunciation and intonation often impede communication.</p>
	<b>Writing</b>	<p>Student provides a <b>basic</b> response to the task, using some of the <b>relevant</b> vocabulary learnt. Sentences are <b>simple</b> and <b>descriptive</b> using a <b>basic range</b> of grammatical structures learnt and with <b>major inaccuracies</b> in both spelling and grammar, with little understanding of text type.</p>

## NSL Preliminary Beginners Skills Descriptors

Grade E (elementary: 0-44)	Listening/Reading	Student demonstrates an <i>elementary knowledge</i> of spoken and written texts. Student provides <i>limited, incorrect or no</i> responses.
	Speaking	Student demonstrates <i>elementary skills</i> in communicating and <i>recounting information</i> . Student has difficulty comprehending and responding to questions, using only <i>simple words or simple phrases</i> . Responds hesitantly and with <i>many linguistic inaccuracies</i> which <i>impede</i> communication.
	Writing	Student provides an <i>elementary</i> response to the tasks. Student uses <i>only simple phrases</i> or <i>simple</i> vocabulary learnt. Responds often <i>incoherently</i> and with <i>many linguistic inaccuracies</i> .