

## NSL Preliminary Continuers Skills Descriptors

<b>Grade A (outstanding: 90-100)</b>	<b>Listening/Reading</b>	<p>Student demonstrates <i>extensive understanding of content</i> and <i>demonstrates critical thinking skills to interpret</i> the overall meaning from spoken/written texts.</p> <p>Student <i>applies highly developed thinking skills to</i> identify <i>tone, attitude</i> and <i>inferred</i> meaning from language of text.</p> <p>Responses are <i>clearly expressed in standard English</i>, identifying all required details through <i>summary, perceptive analysis, interpretation</i> and <i>evaluation</i> of information.</p>
	<b>Speaking</b>	<p>Student initiates and maintains <i>highly developed communication skills</i>, using language <i>creatively</i> to <i>respond, exchange and justify</i> ideas on a broad range of topics.</p> <p>Student demonstrates <i>extensive knowledge</i> of vocabulary and idiom, and uses a <i>variety of complex grammatical structures to communicate complex ideas and information</i>.</p> <p>Student achieves a <i>high level of fluency and accuracy</i> in expression and pronunciation.</p>
	<b>Writing</b>	<p>Student demonstrates <i>creative and critical thinking skills</i> to manipulate language structures and sequence ideas <i>effectively and perceptively</i>.</p> <p>Student demonstrates <i>highly developed writing skills</i>, using <i>extensive knowledge</i> of vocabulary and idiom and uses a <i>variety of complex grammatical structure to communicate complex ideas and information</i>.</p> <p>Student applies a <i>high level of grammatical accuracy</i> in reproducing original text.</p> <p>Student responds using the correct <i>text type</i> appropriate to <i>context, purpose and audience</i>.</p>

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<b>Grade B (thorough: 75-89)</b>	<b>Listening/Reading</b>	<p>Student demonstrates <i>thorough understanding of content</i> and <i>interprets</i> the overall meaning from a <i>broad range</i> of spoken/written texts.</p> <p>Student demonstrates <i>well-developed creative and critical thinking skills</i> to identify <i>tone, attitude</i> and <i>inferred</i> meaning from language of text.</p> <p>Responses are <i>clearly expressed in standard English</i>, identifying <i>most</i> of the required details through <i>summary, analysis, interpretation</i> and <i>evaluation</i> of information.</p>
	<b>Speaking</b>	<p>Student initiates and maintains <i>effective</i> communication with a degree of fluency and creativity to <i>exchange and justify</i> ideas on a range of topics.</p> <p>Student demonstrates <i>thorough knowledge</i> of vocabulary and idiom, and uses a <i>variety of complex grammatical structure to communicate complex ideas and information</i>.</p> <p>Student achieves a good <i>level of accuracy</i> in expression with occasional <i>hesitation</i> and some <i>imperfections</i> in pronunciation. .</p>
	<b>Writing</b>	<p>Student demonstrates <i>critical thinking skills</i> to manipulate language structures and sequence ideas <i>with some creativity</i>.</p> <p>Student demonstrates <i>thorough knowledge</i> of vocabulary and idiom and uses a <i>variety of complex grammatical structures</i>.</p> <p>Student achieves a <i>level of accuracy</i> but with <i>imperfections</i> in original text.</p> <p>Student responds using the correct <i>text type</i> appropriate to <i>context, purpose and audience</i>.</p>

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<b>Grade C (sound: 60-74)</b>	<b>Listening/Reading</b>	<p>Student demonstrates <b>sound knowledge and understanding of content</b> with <b>some interpretation</b> of the overall meaning of spoken/written texts.</p> <p>Student demonstrates some <b>skills in selecting and integrating information</b>.</p> <p>Responses identify <b>some</b> detail.</p>
	<b>Speaking</b>	<p>Student maintains communication with <b>some coherence</b> to <b>communicate relevant</b> ideas on a range of familiar topics.</p> <p>Student demonstrates <b>sound knowledge</b> of vocabulary and idiom, and uses a <b>variety of grammatical structures</b>.</p> <p>Student achieves some <b>accuracy</b> of expression with <b>hesitation</b> and <b>imperfections</b> in pronunciation.</p>
	<b>Writing</b>	<p>Student applies <b>skills and processes</b> to manipulate language albeit with <b>some weaknesses</b> in <b>structure</b> and <b>sequencing</b>.</p> <p>Student demonstrates a <b>sound knowledge</b> of vocabulary and idiom and uses a <b>variety of grammatical structures</b>.</p> <p>Student achieves some <b>accuracy</b> of expression and communicates relevant ideas.</p> <p>Student generally <b>observes the conventions</b> of text type appropriate to context, purpose and audience.</p>
<b>Grade D (basic: 45-59)</b>	<b>Listening/Reading</b>	<p>Student demonstrates a <b>basic understanding</b> of the <b>general gist</b> of spoken/written texts.</p> <p>Responses are sometimes <b>inaccurate</b> and relevant details are <b>omitted</b>.</p>
	<b>Speaking</b>	<p>Student communicates information and ideas in <b>some familiar contexts</b> with <b>extensive pauses</b> and <b>errors</b> in syntax, pronunciation and intonation.</p> <p>Student demonstrates a <b>basic knowledge</b> of vocabulary, idiom, grammar, syntax and language structures to <b>communicate ideas in a descriptive manner</b>.</p>
	<b>Writing</b>	<p>Student demonstrates <b>some</b> ability to <b>select and process information in some familiar contexts</b>, with <b>frequent grammatical errors</b> and <b>reliance on English syntax</b>.</p> <p>Student demonstrates a <b>basic knowledge</b> of vocabulary, grammar and familiar language structures to <b>communicate ideas</b>. Student displays a <b>basic understanding</b> of the conventions of register and text type, context, purpose and audience.</p>

<b>Grade E (elementary: 0-44)</b>	<b>Listening/Reading</b>	<p>Student applies <b>some skills and processes</b> to select <b>isolated items</b> of information of spoken/written texts.</p> <p>Student provides <b>limited, incorrect or no</b> responses.</p>
	<b>Speaking</b>	<p>Student can communicate using <b>single words</b> or simple, <b>predictable responses</b></p>

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		<p>with hesitation, errors and use of <i>inappropriate anglicisms</i>.</p> <p>Student demonstrates <i>an elementary knowledge and understanding</i> of vocabulary, idiom, grammar, syntax and language structures.</p>
	<b>Writing</b>	<p>Student demonstrates <i>elementary skills in recounting information and communicating ideas</i>.</p> <p>Student provides an <i>elementary</i> response to the task, using <i>only simple phrases</i> or <i>simple</i> vocabulary and with <i>frequent</i> reliance on English syntax and anglicisms.</p> <p>Responds often <i>incoherently</i> and with <i>many inaccuracies</i> in both spelling and grammar.</p>