

NSL Preliminary ESL Skills Descriptors

Grade A (outstanding: 90-100)	Reading	<ul style="list-style-type: none"> • Student demonstrates comprehensive understanding of stimulus text(s) and the way language shapes and expresses perception. • Student demonstrates a comprehensive understanding of both the content and analytical features of texts.
	Writing	<ul style="list-style-type: none"> • Student always writes appropriate to context, purpose and audience. • Student writes a highly structured, detailed text which demonstrates a very strong grasp of the topic. • Advanced grammatical structures and vocabulary are employed correctly.
	Listening	<ul style="list-style-type: none"> • Student demonstrates a comprehensive understanding of both the content and analytical features of oral texts. • Responses are clearly expressed and include all required detail.
	Speaking	<ul style="list-style-type: none"> • Students use appropriate register, intonation, pace and volume in an oral presentation. • Students demonstrate sustained control of expression and fluent communication of ideas. • Students compose a coherent and organised response that fully addresses the question and employs relevant speech technique. • The response must be fully supported by evidence from the texts.
	Viewing and Representing	<ul style="list-style-type: none"> • Student demonstrates highly perceptive understanding of how meaning is shaped in a visual text and is able to clearly identify features pertaining to this. • Student is able to construct a creative and comprehensive visual text and reflect on it, at a high level to express ideas clearly and creatively.

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Grade B (thorough: 75-89)	Reading	<ul style="list-style-type: none"> • Student demonstrates thorough understanding of stimulus text(s) and the way language shapes and expresses perception. • Student demonstrates a thorough understanding of both the content and analytical features of texts.
	Writing	<ul style="list-style-type: none"> • Student usually writes appropriate to context, purpose and audience. • Student writes a well-structured, detailed text which demonstrates a very strong grasp of the topic. • Advanced grammatical structures and vocabulary are usually employed correctly.
	Listening	<ul style="list-style-type: none"> • Student demonstrates a thorough understanding of both the content and analytical features of oral texts. • Responses are well expressed and include most required detail.
	Speaking	<ul style="list-style-type: none"> • Students mostly use appropriate register, intonation, pace and volume in an oral presentation. • Students demonstrate sustained control of expression and fluent communication of ideas most of the time. • Students compose quite a coherent and organised response that addresses the question well and employs mostly relevant speech technique. • The response is supported by good evidence from the texts.
	Viewing and Representing	<ul style="list-style-type: none"> • Student demonstrates well-developed understanding of how meaning is shaped in a visual text and is able to clearly identify features pertaining to this. • Student is able to construct a creative and comprehensive visual text and reflect on it, at a good level to express most ideas clearly and creatively.

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Grade C (sound: 60-74)	Reading	<ul style="list-style-type: none"> • Student demonstrates sound understanding of stimulus text(s) and the way language shapes and expresses perception. • Student demonstrates a sound understanding of both the content and analytical features of texts.
	Writing	<ul style="list-style-type: none"> • Student writes partially appropriate to context, purpose and audiences. • Some structure of text and level of detail lacking, however a sound understanding of the topic is demonstrated. • Sound grammatical structures and vocabulary are employed correctly.
	Listening	<ul style="list-style-type: none"> • Student demonstrates a sound understanding of both the content and analytical features of oral texts. • Responses are sound and include some required detail.
	Speaking	<ul style="list-style-type: none"> • Students sometimes use appropriate register, intonation, pace and volume in an oral presentation. • Students demonstrate sound control of expression and some fluency in communication of ideas. • Students compose a response that demonstrates a sound level of coherence and organisation and that partly addresses the question, as well as employing a sound level of relevant speech techniques. • The response is supported by good evidence from the texts.
	Viewing and Representing	<ul style="list-style-type: none"> • Student demonstrates sound understanding of how meaning is shaped in a visual text and is able to identify some features pertaining to this. • Student is able to construct a creative and comprehensive visual text and reflect on it at a sound level, to express some ideas clearly and creatively.

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Grade D (basic: 45-59)	Reading	<ul style="list-style-type: none"> • Student demonstrates basic understanding of stimulus text(s) and the way language shapes and expresses perception. • Student demonstrates a basic understanding of both the content and analytical features of texts.
	Writing	<ul style="list-style-type: none"> • Student demonstrates basic awareness of context, purpose and audience. • Minimal text structure is demonstrated and most detail is lacking, as well as only basic understanding of the topic. • A basic range of grammatical structures and vocabulary are employed, with many errors.
	Listening	<ul style="list-style-type: none"> • Student demonstrates a basic understanding of both the content and analytical features of oral texts. • Responses are not clearly expressed and details are often omitted or inaccurate.
	Speaking	<ul style="list-style-type: none"> • Students use limited register, intonation, pace and volume in an oral presentation. • Students demonstrate limited control of expression and fluent communication of ideas. • Level of coherence and organisation in response is basic and the question is addressed at a basic level. Only basic speech techniques are evident. • Limited evidence from the texts is provided.
	Viewing and Representing	<ul style="list-style-type: none"> • Student demonstrates basic understanding of how meaning is shaped in a visual text and is able to identify simple features pertaining to this. • Student constructs a simple visual text, lacking in creativity and communicating few ideas, and reflects on it at a simplistic level.

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Grade E (elementary: 0-44)	Reading	<ul style="list-style-type: none"> • Student demonstrates limited understanding of stimulus text(s) and the way language shapes and expresses perception. • Student demonstrates a limited understanding of both the content and analytical features of texts.
	Writing	<ul style="list-style-type: none"> • Student demonstrates limited awareness of context, purpose and audience. • No text structure is demonstrated and detail is not included, demonstrating elementary understanding of the topic. • Very simple grammatical structures and vocabulary are employed, with many linguistic inaccuracies.
	Listening	<ul style="list-style-type: none"> • Level of understanding of both the content and analytical features of oral texts is limited. • Student provides limited, incorrect or no detail in responses.
	Speaking	<ul style="list-style-type: none"> • Student uses minimal or no correct register, intonation, pace and volume in an oral presentation. • Student's elementary control of expression and fluency impede communication of ideas. • Students' response is incoherent with no structure, does not address the question nor include any speech techniques. • No evidence from the texts is provided.
	Viewing and Representing	<ul style="list-style-type: none"> • Student demonstrates an elementary understanding of how meaning is shaped in a visual text and is not able to identify features pertaining to this. • Student is unable to construct a creative and comprehensive visual text and reflect on it.