

Levels of Performance in English Language for Grade Twelve at Independent Schools

Levels Strand	High Performance	Satisfactory Performance	Low performance
Word and Spelling Knowledge.	<p>Student can:</p> <ul style="list-style-type: none"> • recognize, understand and use approximately 3500 widely used words. • use a large number of affixes and roots to guess the meaning of unknown words and use the precise words. 	<p>Student can:</p> <ul style="list-style-type: none"> • recognize, understand and use approximately 2100 widely used words. • use a range of affixes and roots to work out the meaning of unknown words, and to generate words from root words. 	<p>Student can:</p> <ul style="list-style-type: none"> • recognize, understand and use approximately 1350 widely used words. • know and use spelling rules for widely used affixes.
Listening	<p>Student can:</p> <ul style="list-style-type: none"> • understand and respond to a range of information on unseen but more abstract subjects given in face to face or audio only monologues or dialogues of up to 15 exchanges. • follow lectures, meetings and presentations for 15 to 20 minutes and identify main and subsidiary points and make notes. 	<p>Student can:</p> <ul style="list-style-type: none"> • understand and respond to a range of monologues or dialogues of up to 8 or more exchanges containing one to two main ideas with 4 or more pieces of factual details. • follow lectures, meetings and presentations for 10 to 15 minutes, and identify main and subsidiary points. <p style="text-align: center;">1</p>	<p>Student can:</p> <ul style="list-style-type: none"> • understand and respond to the gist in monologues and dialogues of up to eight exchanges, and in shorter extract of authentic situations; use simple contextual cues to understand main points and the details and • follow lectures, meetings and presentations for 5 to 10 minutes, and identify main points.
Speaking	<p>Student can:</p>	<p>Student can:</p>	<p>Student can:</p>

	<ul style="list-style-type: none"> • speak accurately and fluently in a series of up to 12 connected utterances with good control of basic language structures. • express some complex ideas without hesitations, and in unpredictable situations. 	<ul style="list-style-type: none"> • speak accurately and fluently in a series of up to 6 exchanges and use a range of strategies for communication maintenance and repair. • express a few complex ideas without hesitation and in unpredictable situations. 	<ul style="list-style-type: none"> • speak accurately and fluently in a series of up to 4 exchanges. • express simple ideas with some hesitation in unpredictable situations.
Reading	<p>Student can:</p> <ul style="list-style-type: none"> • read independently and intensively, texts of up to 1500 words, and extensively from appropriate leveled texts in a variety of genres. • understand a wide range of features of formal written English and text cohesion. • compare and evaluate language and organizational features of various types of texts. 	<p>Student can:</p> <ul style="list-style-type: none"> • read independently and intensively, texts of up to 1000 words, and extensively from appropriate leveled texts in the 1500 key word range. • identify, understand and use a range of organizational and linguistic features. • compare and evaluate organizational features and some of the language features of various types of texts. 	<p>Student can:</p> <ul style="list-style-type: none"> • read independently and intensively, texts of up to 500 words, and extensively from graded readers in the 1000 key word range. • identify and understand and use some of the organizational features of a written text. • compare and evaluate the organizational features of various types of texts.
Writing	<p>Student can:</p> <ul style="list-style-type: none"> • independently write texts of approximately 20 sentences in a coherent structure with paragraphs and varied sentence 	<p>Student can:</p> <ul style="list-style-type: none"> • independently compose texts of up to 10 connected simple, compound or two clause complex sentences with at 	<p>Student can:</p> <ul style="list-style-type: none"> • independently compose texts of 5 or more connected simple, compound or two clause complex

	<p>structure.</p> <ul style="list-style-type: none"> • use precise language to suit the purpose and interest the reader. • use full range of punctuation with approximately 90% accuracy. • compose essays of at least 500 words. 	<p>least two paragraphs to explain and sequence the main idea.</p> <ul style="list-style-type: none"> • use full range of punctuation with approximately 70% accuracy. • apply typical features of different text types, learned through reading, to suit differing purposes. 	<p>sentences.</p> <ul style="list-style-type: none"> • apply a range of simple spelling strategies with approximately 50% accuracy. • use punctuation confidently, and structure writing into paragraphs.
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