

RATING SCALES for CONTINUOUS ASSESSMENT [Grades 1 to 4]

LISTENING

SENTENCES

5	<ul style="list-style-type: none"> – Readily understands classroom statements, questions and instructions. – Quickly recognises spoken words and phrases. – Knows (almost) all the vocabulary already introduced.
4	<ul style="list-style-type: none"> – Understands most classroom statements, questions, instructions. – Can usually recognise spoken words and phrases. – Knows most of the vocabulary items already introduced.
3	<ul style="list-style-type: none"> – Can generally understand classroom statements, questions and instructions, but may need repetition. – Recognises spoken words and phrases reasonably well, but may need repetition. – Knows a fair number of the vocabulary items already introduced.
2	<ul style="list-style-type: none"> – Sometimes misunderstands classroom statements, questions, instructions. – Has some difficulty in recognising spoken words and phrases. Needs time or repetition. – There are noticeable gaps in their knowledge of the vocabulary items already introduced.
1	<ul style="list-style-type: none"> – Has noticeable difficulty in understanding classroom statements, questions, instructions. – Is very slow to recognise spoken words and phrases, even with repetition. – Knows only a few of the vocabulary items already introduced.

TEXTS

5	<ul style="list-style-type: none"> – Can understand texts without difficulty. – Readily understands general meaning and specific information.
4	<ul style="list-style-type: none"> – Can usually understand texts, with only occasional difficulty. – Understands general meaning and <i>most</i> specific information.
3	<ul style="list-style-type: none"> – Can understand texts reasonably well, but may need support. – Usually understands general meaning and <i>some</i> specific information.
2	<ul style="list-style-type: none"> – Has some difficulty in understanding texts. – Can mostly understand general meaning, but struggles to extract specific information.
1	<ul style="list-style-type: none"> – Has great difficulty in understanding texts. – Has great difficulty in extracting any meaning from texts.

SPEAKING

ONE-WAY

5	<ul style="list-style-type: none"> – Meaning is clearly communicated. – Grammar is mostly correct and use of vocabulary appropriate. – Pronunciation is easy to understand.
4	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar is reasonably correct and use of vocabulary mostly appropriate. – Pronunciation is usually clear enough.
3	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Use of grammar and vocabulary shows noticeable inaccuracies. – Pronunciation is sometimes incorrect, and occasionally difficult to understand.
2	<ul style="list-style-type: none"> – Meaning is quite often unclear. – Use of grammar and vocabulary is frequently incorrect. – Pronunciation is often incorrect and sometimes difficult to understand.
1	<ul style="list-style-type: none"> – Has difficulty in communicating any meaning. – Grammar and use of vocabulary show very serious defects. – Pronunciation is generally difficult to understand.

TWO-WAY

5	<ul style="list-style-type: none"> – Contributions are clear and appropriate. – Is quick to initiate and respond. – Pronunciation is easy to understand.
4	<ul style="list-style-type: none"> – Contributions are reasonably clear and mostly appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually clear enough.
3	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes incorrect, and occasionally difficult to understand.
2	<ul style="list-style-type: none"> – Contributions are frequently either unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often inaccurate and sometimes difficult to understand.
1	<ul style="list-style-type: none"> – Has difficulty in contributing meaningfully to any interaction. – Frequent breakdowns in communication. – Pronunciation is generally difficult to understand.

READING

WORDS

5	<ul style="list-style-type: none"> – Easily recognises and understands words and phrases. – Knows (almost) all the vocabulary already introduced.
4	<ul style="list-style-type: none"> – Can usually recognise and understands words and phrases. – Knows most of the vocabulary items already introduced.
3	<ul style="list-style-type: none"> – Recognises and understands words and phrases reasonably well, but may need support. – Knows a fair number of the vocabulary items already introduced.
2	<ul style="list-style-type: none"> – Has some difficulty in recognising and understanding words and phrases. Often needs support. – There are noticeable gaps in their knowledge of the vocabulary items already introduced.
1	<ul style="list-style-type: none"> – Is very slow to recognise and understand words and phrases, even with additional support. – Knows only a few of the vocabulary items already introduced.

SENTENCES

5	<ul style="list-style-type: none"> – Understands sentences quickly and accurately.
4	<ul style="list-style-type: none"> – Reads at a comfortable speed and understands most sentences.
3	<ul style="list-style-type: none"> – Understands sentences reasonably well, but with some hesitation.
2	<ul style="list-style-type: none"> – Has some difficulty in understanding sentences. Reading is slow.
1	<ul style="list-style-type: none"> – Has very obvious difficulty in understanding sentences. Reading is very slow.

TEXTS

5	<ul style="list-style-type: none"> – Readily understands general meaning and specific information. – Reading is quick and accurate.
4	<ul style="list-style-type: none"> – Understands general meaning and <i>most</i> specific information. – Reads at a comfortable speed.
3	<ul style="list-style-type: none"> – Usually understands general meaning and <i>some</i> specific information. – Reads at a reasonable speed, but with some hesitation.
2	<ul style="list-style-type: none"> – Can mostly understand general meaning, but struggles to extract specific information. – Reading is slow.
1	<ul style="list-style-type: none"> – Has great difficulty in extracting any meaning from texts. – Reading is very slow.

WRITING

LETTERS

5	– All letters are well-formed and easily recognisable.
4	– Most letters are well-formed and easily recognisable.
3	– Letters are <i>reasonably</i> well-formed and can be recognised.
2	– Some letters are poorly formed and occasionally difficult to recognise.
1	– Letters are poorly formed and sometimes difficult to recognise.

WORDS

WORDS + PHRASES

5	– Hand-writing is very clear and easy to read. – Spelling is very accurate.
4	– Hand-writing is, in most cases, easy to read. – Most words are spelt correctly.
3	– Hand-writing is reasonably easy to read. – Spelling is sometimes inaccurate.
2	– Hand-writing is occasionally difficult to read. – Spelling is frequently inaccurate.
1	– Hand-writing is generally difficult to read. – Spelling is very poor.

SENTENCES

5	– Hand-writing is clear and easy to read. – Spelling is very accurate. – Use of capital letters and full stops is usually correct.
4	– Hand-writing is mostly clear and easy to read. – Most words are spelt correctly. – Use of capital letters and full stops is reasonably correct.
3	– Hand-writing is reasonably easy to read. – Spelling is sometimes inaccurate. – Use of capital letters and full stops is sometimes incorrect.
2	– Hand-writing sometimes difficult to read – Spelling is frequently inaccurate. – Use of capital letters and full stops is frequently incorrect.
1	– Hand-writing is generally difficult to read. – Spelling is very poor. – Use of capital letters and full stops is very poor indeed.

SHORT TEXTS

5	– Meaning is (almost) always clear. – Grammar, spelling and punctuation are usually correct. – Hand-writing is clear and easy to read.
4	– Meaning is usually clear. – Grammar, spelling and punctuation are reasonably correct. – Hand-writing is mostly clear and legible.
3	– Meaning is sometimes unclear. – Grammar, spelling and punctuation are sometimes incorrect. – Hand-writing is reasonably easy to read.
2	– Meaning is often unclear. – Grammar, spelling and punctuation are frequently incorrect. – Hand-writing is sometimes difficult to read.
1	– Very little meaning is conveyed. – Grammar, spelling and punctuation are very poor indeed. – Hand-writing is generally difficult to read.

