

RATING SCALES for CONTINUOUS ASSESSMENT [Grades 5 to 10]

LISTENING

TEXTS + EVERYDAY LANGUAGE

5	<ul style="list-style-type: none"> – Readily understands when spoken to. – With electronic texts, can understand general meaning and specific information without difficulty.
4	<ul style="list-style-type: none"> – Usually understands when spoken to. – With electronic texts, can understand general meaning and <i>most</i> of the specific information.
3	<ul style="list-style-type: none"> – Can generally understand when spoken to, but may need repetition. – With electronic texts, can usually understand general meaning and <i>some</i> specific information.
2	<ul style="list-style-type: none"> – Sometimes misunderstands when spoken to. – Has some difficulty in understanding electronic texts.
1	<ul style="list-style-type: none"> – Has noticeable difficulty in understanding when spoken to. – Has great difficulty in understanding electronic texts.

SPEAKING

PRESENTATIONS

5	<ul style="list-style-type: none"> – Presentation is easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing. 	2	<ul style="list-style-type: none"> – Manages to convey <i>some</i> information, but generally the presentation is ineffective and lacks interest. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear. – Use of supporting visuals is limited. – Answers to Qs are not very clear.
4	<ul style="list-style-type: none"> – Presentation is mostly clear, as well as fairly interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies, but meaning is only rarely obscured. – Supporting visuals are adequate. – Answers to Qs are only mostly adequate. 	1	<ul style="list-style-type: none"> – Presentation is unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or clearly inadequate. – Answers to Qs are non-existent or very inadequate.
3	<ul style="list-style-type: none"> – Presentation is reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are reasonably adequate. – Answers to Qs are only partly effective. 		<p>#####</p> <p>#####</p>

SPEAKING (cont'd)

ONE-WAY

5	<ul style="list-style-type: none"> – Can express themselves effectively and (sometimes) at length. – There is generally a comfortable flow of speech. – Pronunciation has some LI features, but is generally clear and easy to understand.
4	<ul style="list-style-type: none"> – Can express themselves reasonably well in most contexts. – Some searching for words, but not requiring undue patience from the listener. – L1 accent, but only rarely impeding understanding.
3	<ul style="list-style-type: none"> – Can express themselves reasonably well, but only in a limited number of contexts. – Hesitation while speaking sometimes requires patience from the listener. – Noticeable L1 accent, leading to occasional misunderstandings.
2	<ul style="list-style-type: none"> – Can express themselves only briefly and in a limited way. – Slow speech and/or frequent pauses require a lot of patience from the listener. – Strong L1 accent, placing some strain on the listener.
1	<ul style="list-style-type: none"> – Has serious difficulty in expressing themselves. – Very disconnected speech, with long silences. – Serious pronunciation defects make speech difficult to follow.

TWO-WAY/ INTERACTION

5	<ul style="list-style-type: none"> – Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/ misunderstandings.
4	<ul style="list-style-type: none"> – Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties.
3	<ul style="list-style-type: none"> – Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction.
2	<ul style="list-style-type: none"> – Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction.
1	<ul style="list-style-type: none"> – Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication.

READING

CLASS-BASED

5	<ul style="list-style-type: none"> – Can tackle and understand a wide range of texts with ease and confidence. – Can understand sentences quickly and accurately.
4	<ul style="list-style-type: none"> – Can understand main points and details in straightforward texts, but has difficulty with more complex texts. – Can understand most sentences.
3	<ul style="list-style-type: none"> – With straightforward texts, generally understands main points, but sometimes has difficulty in extracting specific information. – Can understand most sentences, but needs time.
2	<ul style="list-style-type: none"> – Reading is slow and restricted to relatively short and simple texts. – Has some difficulty in understanding sentences. Needs a lot of time.
1	<ul style="list-style-type: none"> – Has great difficulty in extracting any meaning from texts. – Has noticeable difficulty in understanding sentences.

INDEPENDENT

5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.
4	<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.
3	<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.
2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.
1	<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.

WRITING

SENTENCES/ SHORT TEXTS

5	<ul style="list-style-type: none"> – Meaning is clear. – Grammar, spelling and punctuation are mostly correct. – Hand-writing is very clear and easy to read.
4	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar, spelling and punctuation are reasonably correct. – Hand-writing is mostly easy to read.
3	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Grammar, spelling and punctuation are sometimes incorrect. – Hand-writing is reasonably clear.
2	<ul style="list-style-type: none"> – Meaning is often unclear. – Grammar, spelling and punctuation are frequently incorrect. – Hand-writing is sometimes difficult to read.
1	<ul style="list-style-type: none"> – Very little meaning is conveyed. – Grammar, spelling and punctuation are very poor indeed. – Hand-writing is generally difficult to read.

INTERACTIVE

5	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – A fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – Grammar and vocabulary are reasonably correct, though limited in range.
3	<ul style="list-style-type: none"> – Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – Grammar and vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

INFORMATIVE

5	<ul style="list-style-type: none"> – Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
4	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence, and is sometimes unclear. There are frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to convey some information, but the result is clearly inadequate. – The language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt, conveying very little relevant information. – Language used is extremely limited and/or seriously distorted.

NARRATIVE

5	<ul style="list-style-type: none"> – Tells the story fully and clearly, in a lively, interesting way, providing appropriate additional details. – The text is coherent and easy to read. – Not many language errors.
4	<ul style="list-style-type: none"> – Tells the story reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and the text sometimes lacks coherence.
3	<ul style="list-style-type: none"> – Manages to convey the main outline of the story, but only in a very limited way. – Language used is limited in range and/or contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt to tell the story. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

EVALUATIVE

5	<ul style="list-style-type: none"> – Expresses opinions on the topic in a lively, interesting way. – Text is well-organised and clear. – Not many language errors.
4	<ul style="list-style-type: none"> – Expresses opinions on the topic reasonably well. – There are noticeable language errors, which occasionally obscure the writer's meaning.
3	<ul style="list-style-type: none"> – Manages to express opinions on the topic, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
2	<ul style="list-style-type: none"> – An attempt is made to discuss the topic, but the result is clearly inadequate. – Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> – A very feeble attempt to discuss the topic. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.