Performance Standards for Stage 2 English as an Additional Language 2019

| - | Communication | Comprehension | Analysis | Application |
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| A | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| B | Usually clear and coherent writing and speaking, using a sound vocabulary.Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.Effective and considered selection and use of information from sources, with appropriate referencing. |
| C | Generally clear and coherent writing and speaking, using an appropriate vocabulary.Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.Selection and use of information from sources, with appropriate referencing. |
| D | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.Use of information from a narrow range of sources, with attempted referencing. |
| E | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.Limited grammatical control. | Limited comprehension of information in texts.Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.Use of information from a source. |