The British International school Abu Dhabi

Arabic B – Assessment Criteria (Grading)

2024-2025

**Listening –Speaking – Writing – Reading**

**Assessment is designed to evaluate each level’s learning outcomes (Levels 1-9)**

**LISTENING**:

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| Mark | Level descriptor |
| 1-3 | The student:  i.identifies minimal stated information (facts, opinions, messages) in simple authentic  texts  ii.identifies basic conventions in simple authentic texts  iii.identifies basic connections in simple authentic texts. |
| 4-5 | The student:  i.identifies some stated information (facts, opinions, messages) in simple authentic texts  ii.identifies basic conventions in simple authentic texts  iii.identifies basic connections in simple authentic texts. |
| 6-7 | The student:  i.identifies most stated information (facts, opinions, messages and supporting details) in  a variety of simple authentic texts  ii.interprets conventions in simple authentic texts  iii.interprets connections in simple authentic texts. |
| 8-10 | The student:  i.identifies explicit and implicit information (facts, opinions, messages and supporting  details) in a wide variety of simple authentic texts  ii.analyses conventions in simple authentic texts  iii.analyses connections in simple authentic texts. |

**READING**:

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| Mark | Level descriptor |
| 0-5 | The student:  I. Identifies minimal stated information (facts, opinions, messages) in a variety of simple  authentic texts  ii.identifies basic conventions in simple authentic texts  iii.identifies basic connections in simple authentic texts. |
| 6-10 | The student:  i.identifies some stated information (facts, opinions, messages) in a variety of simple  authentic texts  ii.identifies basic conventions in simple authentic texts  iii.identifies basic connections in simple authentic texts. |
| 11-15 | The student:  i.identifies most stated information (facts, opinions, messages and supporting details) in a  variety of simple authentic texts  ii.interprets conventions in simple authentic texts.  iii.interprets connections in simple authentic texts. |
| 16-20 | The student:  i.identifies most stated information (facts, opinions, messages and supporting details) in a  variety of simple authentic texts  ii.interprets conventions in simple authentic texts.  iii.interprets connections in simple authentic texts. |
| 21-25 | The student:  i.identifies explicit and implicit information (facts, opinions, messages and supporting  details) in a wide variety of simple authentic texts  ii.analyses conventions in simple authentic texts  iii.analyses connections in simple authentic texts |
| 26-30 | The student:  i.identifies explicit and implicit information (facts, opinions, messages and supporting  details) in a wide variety of simple authentic texts  ii.analyses conventions in simple authentic texts  iii.analyses connections in simple authentic texts. |

**SPEAKING**:

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| Mark | Level descriptor |
| 1-3 | The student:  i.uses a limited range of vocabulary  ii.uses a limited range of grammatical structures with many errors which often hinder  communication  iii.uses pronunciation and intonation with many errors which often hinder  comprehension  iv. Communicates limited relevant information. |
| 4-5 | The student:  i.uses a basic range of vocabulary  ii.uses a basic range of grammatical structures with some errors which sometimes  hinder communication  iii.uses pronunciation and intonation with some errors which sometimes hinder  comprehension  iv. Communicates some relevant information. |
| 6-7 | The student:  i.uses a range of vocabulary  ii.uses a range of grammatical structures with a few errors which do not hinder  communication  iii.uses pronunciation and intonation with a few errors. However, these do not hinder  comprehension  iv. Communicates the most relevant information. |
| 8-10 | The student:  i.uses a wide range of vocabulary  ii.uses a wide range of grammatical structures generally accurately  iii.uses clear pronunciation and intonation which makes the communication easy to  comprehend  iv. Communicates almost all the required information clearly and effectively |

**WRITING**:

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| Mark | Level descriptor |
| 0-5 | The student:  i.uses a limited range of vocabulary  ii.uses a limited range of grammatical structures with too many errors which often hinder  communication  iii.presents some information in a partially recognizable format using some basic  cohesive devices  iv. Communicates limited relevant information with some sense of audience and purpose to  suit the context. |
| 6-10 | The student:  i.uses a limited range of vocabulary  ii.uses a limited range of grammatical structures with many errors which often hinder  communication  iii.presents some information in a partially recognizable format using some basic  cohesive devices  iv. communicates limited relevant information with some sense of audience and purpose to  suit the context. |
| 11-15 | The student:  i.uses a basic range of vocabulary  ii.uses a basic range of grammatical structures with some errors which sometimes hinder  communication  iii.organizes information in a recognizable format using a range of basic cohesive devices  iv. communicates some relevant information with some sense of audience and purpose to  suit the context. |
| 16-20 | The student:  i.uses a range of vocabulary  ii.uses a range of grammatical structures with a few errors which do not hinder  communication  iii.organizes information in an appropriate format using simple and some complex  cohesive devices  Iv. communicates most relevant information with a sense of audience and purpose to suit  the context. |
| 21-25 | The student:  i.uses a range of vocabulary  ii.uses a range of grammatical structures with a simple error which do not hinder  communication  iii.organizes information in an appropriate format using some complex  cohesive devices  Iv. communicates most relevant information with a sense of audience and purpose to suit  the context. |
| 26-30 | The student:  i.uses a wide range of vocabulary  ii.uses a wide range of grammatical structures generally accurately  iii.organizes information effectively and coherently in an appropriate format using a wide  range of complex devices  Iv. communicates almost all the required information with a clear sense of audience and  purpose to suit the context. |