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 authentictextsii.identifies basic conventions in simple authentic textsiii.identifies basic connections in simple authentic texts. |
| 4-5 | The student:i.identifies some stated information (facts, opinions, messages) in simple authentic textsii.identifies basic conventions in simple authentic textsiii.identifies basic connections in simple authentic texts. |
| 6-7 | The student:i.identifies most stated information (facts, opinions, messages and supporting details) ina variety of simple authentic textsii.interprets conventions in simple authentic textsiii.interprets connections in simple authentic texts. |
| 8-10 | The student:i.identifies explicit and implicit information (facts, opinions, messages and supportingdetails) in a wide variety of simple authentic textsii.analyses conventions in simple authentic textsiii.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 simpleauthentic textsii.identifies basic conventions in simple authentic textsiii.identifies basic connections in simple authentic texts. |
| 6-10 | The student:i.identifies some stated information (facts, opinions, messages) in a variety of simpleauthentic textsii.identifies basic conventions in simple authentic textsiii.identifies basic connections in simple authentic texts. |
| 11-15 | The student:i.identifies most stated information (facts, opinions, messages and supporting details) in avariety of simple authentic textsii.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 avariety of simple authentic textsii.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 supportingdetails) in a wide variety of simple authentic textsii.analyses conventions in simple authentic textsiii.analyses connections in simple authentic texts |
| 26-30 | The student:i.identifies explicit and implicit information (facts, opinions, messages and supportingdetails) in a wide variety of simple authentic textsii.analyses conventions in simple authentic textsiii.analyses connections in simple authentic texts. |

**SPEAKING**:

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| Mark | Level descriptor  |
| 1-3 | The student:i.uses a limited range of vocabularyii.uses a limited range of grammatical structures with many errors which often hindercommunicationiii.uses pronunciation and intonation with many errors which often hindercomprehensioniv. Communicates limited relevant information. |
| 4-5 | The student:i.uses a basic range of vocabularyii.uses a basic range of grammatical structures with some errors which sometimeshinder communicationiii.uses pronunciation and intonation with some errors which sometimes hindercomprehensioniv. Communicates some relevant information. |
| 6-7 | The student:i.uses a range of vocabularyii.uses a range of grammatical structures with a few errors which do not hindercommunicationiii.uses pronunciation and intonation with a few errors. However, these do not hindercomprehensioniv. Communicates the most relevant information. |
| 8-10 | The student:i.uses a wide range of vocabularyii.uses a wide range of grammatical structures generally accuratelyiii.uses clear pronunciation and intonation which makes the communication easy tocomprehendiv. 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 vocabularyii.uses a limited range of grammatical structures with too many errors which often hindercommunicationiii.presents some information in a partially recognizable format using some basiccohesive devicesiv. Communicates limited relevant information with some sense of audience and purpose tosuit the context. |
| 6-10 | The student:i.uses a limited range of vocabularyii.uses a limited range of grammatical structures with many errors which often hindercommunicationiii.presents some information in a partially recognizable format using some basiccohesive devicesiv. communicates limited relevant information with some sense of audience and purpose tosuit the context. |
| 11-15 | The student:i.uses a basic range of vocabularyii.uses a basic range of grammatical structures with some errors which sometimes hindercommunicationiii.organizes information in a recognizable format using a range of basic cohesive devicesiv. communicates some relevant information with some sense of audience and purpose tosuit the context. |
| 16-20 | The student:i.uses a range of vocabularyii.uses a range of grammatical structures with a few errors which do not hindercommunicationiii.organizes information in an appropriate format using simple and some complexcohesive devicesIv. communicates most relevant information with a sense of audience and purpose to suitthe context. |
| 21-25 | The student:i.uses a range of vocabularyii.uses a range of grammatical structures with a simple error which do not hindercommunicationiii.organizes information in an appropriate format using some complexcohesive devicesIv. communicates most relevant information with a sense of audience and purpose to suitthe context. |
| 26-30 | The student:i.uses a wide range of vocabularyii.uses a wide range of grammatical structures generally accuratelyiii.organizes information effectively and coherently in an appropriate format using a widerange of complex devicesIv. communicates almost all the required information with a clear sense of audience andpurpose to suit the context. |