|  |  |
| --- | --- |
| Logo Schola Europaea - pour documents | **Schola Europaea**  Office of the Secretary-General  **Pedagogical Development Unit** |

**Ref.: 2017-01-D-38-en-3**

**Orig.: EN**

**Language III attainment descriptors – Secondary cycle**

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY 2017 IN BRUSSELS**

**Entry into force: on 1 September 2018 for years S1-S5**

**on 1 September 2019 for year S6**

**on 1 September 2020 for year S7**

**1st Baccalaureate session in June 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mark** | **Denominator** | **Grade** | **Competences** | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **9-10** | Excellent | A | Listening | The student shows an **excellent** understanding  of familiar words and phrases related to areas of immediate personal relevance and experience,  when people speak slowly and clearly. | The student shows an **excellent** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows an **excellent** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has an **excellent** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has an **excellent** level of reading of everyday written material and literary text and can **excellently** pick out specific information from these texts. | The student has an **excellent** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **very** **actively and very fluently** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **very** **actively and very fluently** in conversations and the exchange of information about familiar and more general topics. | The student takes part **very actively and very fluently** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **excellently** able to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **excellently** able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film. | The student is **excellently** able to present, clear detailed descriptions on a wide range of subjects, and to give reasons and explanations for opinions and plans. |
| Writing | The student is **excellently** able to write short simple messages, notes and letters about everyday matters. | The student is **excellently** able to write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **excellently** able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **excellently** able todemonstrate basic knowledge and understanding of the cultures of the target language countries /communities and to relate his/her acquired cultural knowledge to that of the target countries /communities. | The student is **excellently** able to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and is **excellently** able to use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **excellently** able to demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and is **excellently** able to utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **excellently** able to identify and apply a range of strategies for language learning and is **excellently** able toapply a range of basic study skills and tools to the learning of the target language. | The student is **excellently** able to choose effective strategies to organise his/ her individual language learning and is **excellently** able tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **excellently** able to take increasing responsibility for his/her own learning and is **excellently** able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **8-8.9** | Very Good | B | Listening | The student shows a **very good** understanding of familiar words and phrases related to areas of immediate personal relevance and experience,when people speak slowly and clearly. | The student shows a **very good** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows **a very good** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **very good** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has a **very good** level of reading of everyday written material and literary text and can **very well** pick out specific information from these texts. | The student has a **very good** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **actively and fluently** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **actively and fluently** in conversations and the exchange of information about familiar and more general topics. | The student takes part **actively and fluently** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **very well** able to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **very well** able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film. | The student is **very well** able to present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.  . |
| Writing | The student is **very well** able to write short simple messages, notes and letters about everyday matters. | The student is **very well** able to write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **very well** able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **very well** able todemonstrate basic knowledge and understanding of the cultures of the target language countries /communities and to relate his/her acquired cultural knowledge to that of the target countries /communities. | The student is **very well** able to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and is **very well** able to use basic intercultural codes to interact appropriately with speakers of the target language.  . | The student is **very well** able to demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and is **very well** able to utilise a range of intercultural codes to respond to cultural stereotyping.  . |
| Language  Learning | The student is **very well** able to identify and apply a range of strategies for language learning and is **very well** able toapply a range of basic study skills and tools to the learning of the target language.  . | The student is **very well** able to choose effective strategies to organise his/ her individual language learning and is **very well** able tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **very well** able to take increasing responsibility for his/her own learning and is **very well** able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **7-7.9** | Good | C | Listening | The student shows a **good** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **good** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear. | The student shows **a good** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **good** level of reading and understanding of short written texts containing  familiar words and phrases. | The student has a **good** level of reading of everyday written material and literary text and can **well** pick out specific information from these texts. | The student has a **good** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes part **actively and with reasonable fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part **actively and with reasonable fluency** in conversations and can exchange information about familiar and more general topics. | The student takes part **actively and with reasonable fluency** in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student **can ably** describe in simple terms his/her personal world, with some reference to the past and future. | The student **can ably** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student **can ably** present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student **can ably** write short simple messages, notes and letters about everyday matters. | The student **can ably** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student **can ably** write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student **can ably** demonstrate his/her basic knowledge and understanding of the cultures of the target language countries /communities and **can ably** relate his/her acquired cultural knowledge to that of the target countries /communities. | The student **can ably** demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and **can ably** use basic intercultural codes to interact appropriately with speakers of the target language. | The student **can ably** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general, and **can ably** utilise a range of intercultural codes to respond to cultural stereotyping.  . |
| Language Learning | The student **can ably** identify and apply a range of strategies for language learning and **can ably** apply a range of basic study skills and tools to the learning of the target language. | The student **can ably** choose effective strategies to organise his/ her individual language learning and **can ably** search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student **can ably** take increasing responsibility for his/her own learning and **can ably** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **6-6.9** | Satisfactory | D | Listening | The student shows a **satisfactory** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **satisfactory** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **satisfactory** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **satisfactory** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **satisfactory** level of reading of everyday written material and literary text and can **satisfactorily** pick out specific information from these texts. | The student has a **satisfactory** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes partwith a **satisfactory** level of fluency in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes part with a **satisfactory** level of fluency in conversations and can **satisfactorily** exchange information about familiar and more general topics. | The student takes part with a **satisfactory** level of fluency in conversations about topics of general interest and current affairs and can express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student can **satisfactorily** describe in simple terms his/her personal world, with some reference to the past and future. | The student can **satisfactorily** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student can **satisfactorily** present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student can **satisfactorily** write short simple messages, notes and letters about everyday matters. | The student can **satisfactorily** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student can **satisfactorily**  write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student can **satisfactorily** demonstrate his/her basic knowledge and understanding of the cultures of the target language countries /communities and can **satisfactorily** relate his/her acquired cultural knowledge to that of the target countries/communities. | The student can **satisfactorily** demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and can **satisfactorily** use basic intercultural codes to interact appropriately with speakers of the target language. | The student can **satisfactorily** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general and can **satisfactorily** utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student can **satisfactorily** identify and apply a range of basic strategies for learning languages and can **satisfactorily** apply a range of basic study skills and tools to the learning of the target language. | The student can **satisfactorily** choose effective strategies to organise his/her individual language learning and can **satisfactorily** search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills. | The student can **satisfactorily** take increasing responsibility for his/her own language learning and can **satisfactorily** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |
| à |  |  |  |  |  |  |
| **5-5.9** | Sufficient | E | Listening | The student shows a **sufficient** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **sufficient** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **sufficient** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **sufficient** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **sufficient** level of reading of everyday written material and literary texts and can **sufficiently** pick out specific information from these texts. | The student has a **sufficient** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **sufficient** partwith **sufficient fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes **sufficient** part with **sufficient fluency** in conversations and can **sufficiently** exchange information about familiar and more general topics. | The student takes sufficient part in conversations about topics of general interest and current affairs and can **sufficiently** express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student can **sufficiently** describe in simple terms his/her personal world, with some reference to the past and future. | The student can **sufficiently** describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student can **sufficiently** present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student can **sufficiently** write short, simple messages, notes and letters about everyday matters. | The student can **sufficiently** write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student can **sufficiently** write write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student can **sufficiently** demonstrate basic knowledge and understanding of the cultures of the target language  countries/communities and can **sufficiently** relate his/her acquired cultural knowledge to that of the target countries /communities. | The student can **sufficiently** demonstrate someknowledge and understanding of the target language cultures including society, current affairs, literature and its context, and has **sufficient** knowledge of and can **sufficiently** use basic intercultural codes to interact appropriately with speakers of the target language. | The student can **sufficiently** demonstrate insight and deeper understanding of the cultures of the target language including society, current affairs, literature and its context, and the arts in general and can **sufficiently** utilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student can **sufficiently** identify and apply a range of basic strategies for learning languages and can **sufficiently** apply a range of basic study skills and tools to the learning of the target language. | The student can **sufficiently**  choose effective strategies to organise his/her individual language learning and can **sufficiently** search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills.  . | The student can **sufficiently**  take increasing responsibility for his/her own language learning and can **sufficiently** critically evaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **3-4.9** | Failed (weak) | F | Listening | The student shows a **limited** understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows a **limited** understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear. | The student shows a **limited** understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has a **limited** level of reading and understanding of short written texts containing familiar words and phrases. | The student has a **limited** level of reading of everday written material and literary texts and can **with difficulty** pick out specific information from these texts. | The student has **a limited** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **some part with limited fluency** in simple conversations about areas of immediate need or on very familiar topics, with some support. | The student takes **some part** **with limited fluency** in conversations and can to a **limited** extent exchange information about familiar and more general topics. | The student takes **some part** **with limited fluency** in conversations about topics of general interest and current affairs and can express personal opinions with **limited** fluency and spontaneity. |
| Spoken Production | The student is **able with difficulty** to describe in simple terms his/her personal world, with some reference to the past and future. | The student is **able with difficulty** todescribe, his/her experiences, hopes and plans and narrate a story or the plot of a book or film. | The student is able **with difficulty to** present descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans. |
| Writing | The student is **able with difficulty** to write short simple messages, notes and letters about everyday matters. | The student is **able with difficulty** towrite personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions. | The student is **able with difficulty** to write texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects. |
| Cultural Awareness | The student is **able with difficulty** to demonstrate his/her demonstrate basic knowledge and understanding of the cultures of the target language countries/communities and can with **with difficulty** relate his/her acquired cultural knowledge to that of the target countries/communities. | The student is **able with difficulty** to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and has **limited** knowledge and **can with difficculty** use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **able with difficulty** to demonstrate understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can **with difficulty** utilisea range ofintercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **able with difficulty** toidentify and apply strategies for language learning and **can** **with difficulty** apply basic study skills and tools to the learning of the target language. | The student is **able with difficulty** to choose effective strategies to organise his/ her individual language learning and can **with difficulty** search and collect information from a range of paper based and electronic resources to develop his/her language skills. | The student is **able with difficulty** totake increasing responsibility for his/her own learning and can **with difficulty** criticallyevaluate available resources and select those most reliable and suitable for given purposes and audiences. |
|  |  |  |  |  |  |  |
| **0-2.9** | Failed (very weak) | FX | Listening | The student shows **no understanding** of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly. | The student shows **no** understanding of spoken standard speech related to personal experiences and some topics of wider interest, when delivery is clear and slow. | The student shows **no** understanding of  the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs. |
| Reading | The student has **no** level of reading and understanding of short written texts containing familiar words and phrases. | The student has **no** level of reading of everyday written material and literary text and is **unabl**e to pick out specific information from these texts. | The student **no** level of reading, understanding and analysis of literary and non-literary texts. |
| Spoken interaction | The student takes **no part** in conversations about familiar topics and activities. | The student takes **no part** in conversations and **is unable** to exchange information about famiar and more general topics. | The student **takes no part** in conversations about topics of general interest and current affairs and **is unable** to express personal opinions with reasonable fluency and spontaneity. |
| Spoken Production | The student is **unable** to describe his/her personal world, with some reference to the past and future. | The student is **unable** todescribe in a coherent way his/her experiences, hopes and plans and is **unable** to narrate a story or the plot of a book or film. | The student is **unable** to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is **unable** to give reasons and explanations for opinions and plans. |
| Writing | The student is **unable** to write short simple messages, notes and letters about everday matters. | The student is **unable** towrite simple, coherent text on topics concerning everyday matters, experiences and opinion. | The student is **unable** to write texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects |
| Cultural Awareness | The student is **unable** to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is **unable** to relate his/her acquired cultural knowledge to that of the target language country and its communities. | The student is **unable** todemonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and **does not know** and is **unable to** use basic intercultural codes to interact appropriately with speakers of the target language. | The student is **unable** to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is **unable** toutilise a range of intercultural codes to respond to cultural stereotyping. |
| Language Learning | The student is **unable** to identify and apply a range of strategies for language learning and is **unable** toapply a range of basic study skills and tools to the learning of the target language. | The student is **unable** to choose effective strategies to organise his/ her individual language learning and is **unable** tosearch, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills. | The student is **unable** to take increasing responsibility for his/her own learning and is **unable** tocriticallyevaluate available resources and select those most reliable and suitable for given purposes and audiences. |