

# Skill Proficiency Scales for Grammar, Writing, Reading, and Listening-Speaking

## Grammar Skill Proficiency Scale

| Grade out of 100 | Mention   | Symbol | Level                   | Descriptors  |
|------------------|-----------|--------|-------------------------|--|
| 90% - 100%       | Excellent | A      | Three: Pre-intermediate | Students in this category demonstrate outstanding competence in using past and present tenses in the active voice, be they simple, progressive, perfect, or perfect progressive. They are also equally competent in using modality and distinguishing between count and non-count nouns as well as identifying the grammatical particularities associated with them. Students in this category also show a great command of compound and complex sentences. Students in this category hardly make any mistakes in relation to these grammatical constructions.   |
|                  |           |        | Four: Intermediate      | Students in this category demonstrate outstanding competence in using connectors and distinguishing between the functions they are used to serve (e.g. contrast, reason, result, time, etc.). They also exhibit equal competence in using participials as adjectives as well as using adjectives and adverbs in their comparative and superlative forms. They are highly competent in formulating passive voice constructions in all tenses. Students in this category hardly make any mistakes in relation to these grammatical constructions.  |
|                  |           |        | Five: Advanced          | Students in this category demonstrate outstanding competence in using noun, adjective and adverb clauses as well as using modal auxiliaries and all kinds of conditionals. They also exhibit a great knowledge of constructing reported speech structures, reducing clauses to phrases, and identifying all the grammatical particularities relevant to such constructions. They also have outstanding competence in using infinitives and gerunds and recognizing how such elements are related to tense and aspect. Students in this category hardly make any mistakes in relation to these grammatical constructions. |

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|-----------|-----------|---|-------------------------|---|
| 80% - 89% | Very Good | B | Three: Pre-intermediate | Students in this category demonstrate competence in using past and present tenses in the active voice, whether they are simple, progressive, perfect, or perfect progressive. They are also competent in using modality, distinguishing between count and non-count nouns and identifying the grammatical particularities associated with them. Students in this category show good command of compound and complex sentences, and make very few mistakes in relation to these grammatical constructions.   |
|           |           |   | Four: Intermediate      | Students in this category demonstrate competence in using connectors and distinguishing between the functions they are used for (e.g. contrast, reason, result, time, etc.). They also exhibit competence in using participials as adjectives, as well as using adjectives and adverbs in their comparative and superlative forms. They are competent in formulating passive voice constructions in all tenses. Students in this category make very few mistakes in relation to these grammatical constructions.  |
|           |           |   | Five: Advanced          | Students in this category demonstrate competence in using noun, adjective and adverb clauses as well as using modal auxiliaries and all kinds of conditionals. They also exhibit knowledge of constructing reported speech structures, reducing clauses to phrases, and identifying all the grammatical particularities relevant to such constructions. They have competence in using infinitives and gerunds and recognizing how such elements are related to tense and aspect. Students in this category make very few mistakes in relation to these grammatical constructions. |
| 70% - 79% | Good      | C | Three: Pre-intermediate | Students in this category demonstrate some competence in using past and present tenses in the active voice, whether they are simple, progressive, perfect, or perfect progressive. They are also competent to some extent in using modality, distinguishing between count and non-count nouns and identifying the grammatical particularities associated with them. Students in this category show some command of compound and complex sentences. Students in this category make a few mistakes in relation to these grammatical constructions.                                  |

|         |      |   |                         |   |
|---------|------|---|-------------------------|---|
|         |      |   | Four: Intermediate      | Students in this category demonstrate some competence in using connectors and distinguishing between the functions they are used to serve (e.g. contrast, reason, result, time, etc.). They also exhibit some competence in using participials as adjectives, as well as using adjectives and adverbs in their comparative and superlative forms. They are competent to some extent in formulating passive voice constructions in all tenses. Students in this category make a few mistakes in relation to these grammatical constructions.   |
|         |      |   | Five: Advanced          | Students in this category demonstrate some competence in using noun, adjective and adverb clauses as well as using modal auxiliaries and all kinds of conditionals. They also exhibit some knowledge of constructing reported speech structures, reducing clauses to phrases, and identifying all the grammatical particularities relevant to such constructions. They have some competence in using infinitives and gerunds and recognizing how such elements are related to tense and aspect. Students in this category make a few mistakes in relation to these grammatical constructions. |
| 60%-69% | Pass | D | Three: Pre-intermediate | Students in this category demonstrate little competence in using past and present tenses in the active voice, whether they are simple, progressive, perfect, or perfect progressive. They also show little competence in using modality, distinguishing between count and non-count nouns and identifying the grammatical particularities associated with them. Students in this category show a little command of compound and complex sentences. Students in this category make quite a few mistakes in relation to these grammatical constructions.  |
|         |      |   | Four: Intermediate      | Students in this category demonstrate little competence in using connectors and distinguishing between the functions they are used to serve (e.g. contrast, reason, result, time, etc.). They also exhibit little competence in using participials as adjectives as well as using adjectives and adverbs in their comparative and superlative forms. They demonstrate little knowledge about formulating passive voice constructions in all tenses. Students in this category make quite a few mistakes in relation to these grammatical constructions.                                       |

|               |      |   |                         |  |
|---------------|------|---|-------------------------|--|
|               |      |   | Five: Advanced          | Students in this category demonstrate little competence in using noun, adjective and adverb clauses as well as using modal auxiliaries and all kinds of conditionals. They also exhibit little knowledge of constructing reported speech structures, reducing clauses to phrases, and identifying all the grammatical particularities relevant to such constructions. They have little competence in using infinitives and gerunds and recognizing how such elements are related to tense and aspect. Students in this category make quite a few mistakes in relation to these grammatical constructions.                                  |
| Less than 60% | Fail | F | Three: Pre-intermediate | Students in this category demonstrate very little or no competence in using past and present tenses in the active voice, be they simple, progressive, perfect, or perfect progressive. They also exhibit very little or no competence in using modality, distinguishing between count and non-count nouns and identifying the grammatical particularities associated with them. Students in this category show a very little or no command of compound and complex sentences. Students in this category make very many mistakes in relation to these grammatical constructions.  |
|               |      |   | Four: Intermediate      | Students in this category demonstrate very little or no competence in using connectors and distinguishing between the functions they are used to serve (e.g. contrast, reason, result, time, etc.). They also exhibit very little or no competence in using participials as adjectives as well as using adjectives and adverbs in their comparative and superlative forms. They have a very little or no knowledge of formulating passive voice constructions in all tenses. Students in this category make very many mistakes in relation to these grammatical constructions.   |
|               |      |   | Five Advanced           | Students in this category demonstrate very little or no competence in using noun, adjective and adverb clauses as well as using modal auxiliaries and all kinds of conditionals. They also exhibit a very little or no knowledge of constructing reported speech structures, reducing clauses to phrases, and identifying all the grammatical particularities relevant to such constructions. They have very little or no competence in using infinitives and gerunds and recognizing how such elements are related to tense and aspect. Students in this category make very many mistakes in relation to these grammatical constructions. |

### Writing Skill Proficiency Scale

| Grade out of 100 | Mention   | Symbol | Level                   | Descriptors   |
|------------------|-----------|--------|-------------------------|---|
| 90% - 100%       | Excellent | A      | Three: Pre-intermediate | A student in this category demonstrates outstanding competence in writing a paragraph, formulating a topic sentence and a concluding sentence, developing key words into a coherent whole, supporting them with clear evidence, and controlling transitional devices. A student in this category makes hardly any mistakes on the mechanics of writing and grammar.   |
|                  |           |        | Four: Intermediate      | A student in this category demonstrates outstanding competence in writing a two-paragraph expository essay, using varied sentence types, showing a clear logical progression of ideas and clear control of transitional devices, and providing appropriate supporting evidence for ideas. A student in this category makes hardly any mistakes on the mechanics of writing and grammar.   |
|                  |           |        | Five: Advanced          | A student in this category demonstrates outstanding competence in writing an argumentative essay, showing a clear thesis statement, a well-developed argument, and carefully analyzed supporting evidence. A student in this category also demonstrates clear competence in using a clear logical progression of ideas, clear control of transitional sentences, and varied sentence types. A student in this category makes hardly any mistakes on the mechanics of writing and grammar. |
| 80% - 89%        | Very Good | B      | Three: Pre-intermediate | A student in this category demonstrates competence in writing a paragraph, formulating a topic sentence and a concluding sentence, developing key words into a coherent whole, supporting them with clear evidence, and controlling transitional devices. A student in this category makes very few mistakes on the mechanics of writing and grammar.   |
|                  |           |        | Four: Intermediate      | A student in this category demonstrates competence in writing a two-paragraph expository essay, using varied sentence types, showing a clear logical progression of ideas and clear control of transitional devices, and providing appropriate supporting evidence. A student in this category makes very few mistakes on the mechanics of writing and grammar.   |

|           |      |   |                         |   |
|-----------|------|---|-------------------------|---|
|           |      |   | Five: Advanced          | A student in this category demonstrates competence in writing an argumentative essay, showing a clear thesis statement, a well-developed argument, and carefully analyzed supporting evidence. A student in this category also demonstrates competence in using a clear logical progression of ideas, clear control of transitional sentences, and varied sentence types. A student in this category makes very few mistakes on the mechanics of writing and grammar. |
| 70% - 79% | Good | C | Three: Pre-intermediate | A student in this category demonstrates some competence in writing a paragraph, formulating a topic sentence and a concluding sentence, developing key words into a coherent whole, supporting them with clear evidence, and controlling transitional devices. A student in this category makes a few mistakes on the mechanics of writing and grammar.   |
|           |      |   | Four: Intermediate      | A student in this category demonstrates some competence in writing a two-paragraph expository essay, using varied sentence types, showing a logical progression of ideas and clear logical transitional devices, and providing appropriate supporting evidence. A student in this category makes a few mistakes on the mechanics of writing and grammar.  |
|           |      |   | Five: Advanced          | A student in this category demonstrates some competence in writing an argumentative essay, showing a thesis statement, a developed argument, and supporting evidence. A student in this category also demonstrates some competence in using a logical progression of ideas, transitional sentences, and varied sentence types. A student in this category makes a few mistakes on the mechanics of writing and grammar.   |
| 60% - 69% | Pass | D | Three: Pre-intermediate | A student in this category demonstrates little competence in writing a paragraph, formulating a topic sentence and a concluding sentence, developing key words into a coherent whole, supporting them with evidence, and controlling transitional devices. A student in this category makes quite a few mistakes on the mechanics of writing and grammar.   |
|           |      |   | Four: Intermediate      | A student in this category demonstrates little competence in writing a two-paragraph essay, using varied sentence types, showing a logical progression of ideas and control of transitional devices, and providing supporting evidence. A student in this category makes quite a few mistakes on the mechanics of writing and grammar.  |

|               |      |   |                         |   |
|---------------|------|---|-------------------------|---|
|               |      |   | Five: Advanced          | A student in this category demonstrates little competence in writing an argumentative essay, showing a thesis statement, a developed argument, and supporting evidence. A student in this category also demonstrates little competence in using a logical progression of ideas, transitional sentences, and varied sentence types. A student in this category makes quite a few mistakes on the mechanics of writing and grammar.           |
| Less than 60% | Fail | F | Three: Pre-intermediate | A student in this category demonstrates very little or no competence in writing a paragraph, formulating a topic sentence and a concluding sentence, developing key words into a coherent whole, supporting them with evidence, and controlling transitional devices. A student in this category makes very many mistakes on the mechanics of writing and grammar.  |
|               |      |   | Four: Intermediate      | A student in this category demonstrates very little or no competence in writing a two-paragraph expository essay, using varied sentence types, showing a logical progression of ideas and transitional devices, and providing supporting evidence. A student in this category makes very many mistakes on the mechanics of writing and grammar.   |
|               |      |   | Five Advanced           | A student in this category demonstrates very little or no competence in writing an argumentative essay, showing a thesis statement, a developed argument, and supporting evidence. A student in this category also demonstrates no competence in using a clear logical progression of ideas, transitional sentences, and varied sentence types. A student in this category makes too many mistakes on the mechanics of writing and grammar. |

### Reading Skill Proficiency Scale

| Grade out of 100 | Mention   | Symbol | Level                   | Descriptors   |
|------------------|-----------|--------|-------------------------|---|
| 90% - 100%       | Excellent | A      | Three: Pre-intermediate | <p>A student in this category demonstrates an outstanding mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of short expository and informational texts on a variety of familiar themes. A student in this category also demonstrates an outstanding competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring word and sentence meaning from the overall co-text and context, summarizing main text contents, and expressing themselves on what they have understood from texts. A student in this category makes hardly any mistakes on the mechanics of writing and grammar.</p>   |
|                  |           |        | Four: Intermediate      | <p>A student in this category demonstrates an outstanding mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of medium-size expository and informational texts on a variety of familiar and/or unfamiliar themes. A student in this category also demonstrates an outstanding competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring unfamiliar word and sentence meaning from the overall co-text and context, using text features and text structures to comprehend, and expressing themselves on what they have understood from texts. A student in this category makes hardly any mistakes on the mechanics of writing and grammar.</p> |



|          |           |   |                         |  |
|----------|-----------|---|-------------------------|--|
|          |           |   | Five: Advanced          | A student in this category demonstrates an outstanding mastery of knowledge of language and the reading comprehension skills, and understands with depth expository and argumentative, extended texts on a variety of familiar and unfamiliar themes through the inferences, connections, and conclusions that he/she makes. A student in this category also demonstrates outstanding competence in extending ideas by connecting and synthesizing information from within the entire text, interpreting figurative language, and analyzing author's lexical choices. A student in this category makes hardly any mistakes on the mechanics of writing and grammar.  |
| 80% -89% | Very Good | B | Three: Pre-intermediate | A student in this category demonstrates mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of short expository and informational texts on a variety of familiar themes. A student in this category also demonstrates competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring word and sentence meaning from the overall co-text and context, summarizing main text contents, and expressing themselves on what they have understood from texts. A student in this category makes very few mistakes on the mechanics of writing and grammar.   |
|          |           |   | Four: Intermediate      | A student in this category demonstrates a mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of medium-size expository and informational texts on a variety of familiar and/or unfamiliar themes. A student in this category also demonstrates competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring unfamiliar word and sentence meaning from the overall co-text and context, using text features and text structures to comprehend, and expressing themselves on what they have understood from texts. A student in this category makes very few mistakes on the mechanics of writing and grammar. |

|           |      |   |                         |   |
|-----------|------|---|-------------------------|---|
|           |      |   | Five: Advanced          | A student in this category demonstrates a mastery of knowledge of language and the reading comprehension skills, and comprehends with depth expository and argumentative, extended texts on a variety of familiar and unfamiliar themes through the inferences, connections, and conclusions that he/she makes. A student in this category also demonstrates competence in extending ideas by connecting and synthesizing information from within the entire text, interpreting figurative language, and analyzing author's lexical choices. A student in this category makes very few mistakes on the mechanics of writing and grammar.  |
| 70% - 79% | Good | C | Three: Pre-intermediate | A student in this category demonstrates a fair mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of short expository and informational texts on a variety of familiar themes. A student in this category also demonstrates a fair competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring word and sentence meaning from the overall co-text and context, summarizing main text contents, and expressing themselves on what they have understood from texts. A student in this category makes a few mistakes on the mechanics of writing and grammar.   |
|           |      |   | Four: Intermediate      | A student in this category demonstrates a fair mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of medium-size expository and informational texts on a variety of familiar and/or unfamiliar themes. A student in this category also demonstrates a fair competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring unfamiliar word and sentence meaning from the overall co-text and context, using text features and text structures to comprehend, and expressing themselves on what they have understood from texts. A student in this category makes a few mistakes on the mechanics of writing and grammar. |

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|----------|------|---|-------------------------|---|
|          |      |   | Five: Advanced          | A student in this category demonstrates a fair mastery of the reading comprehension skills required, and comprehends with depth expository and argumentative, extended texts on a variety of familiar and unfamiliar themes through the inferences, connections, and conclusions that he/she makes. A student in this category also demonstrates a fair competence in extending ideas by connecting and synthesizing information from within the entire text, interpreting figurative language, and analyzing author's lexical choices. A student in this category makes a few mistakes on the mechanics of writing and grammar.  |
| 60% -69% | Pass | D | Three: Pre-intermediate | A student in this category demonstrates little mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of short expository and informational texts on a variety of familiar themes. A student in this category also demonstrates little competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring word and sentence meaning from the overall co-text and context, summarizing main text contents, and expressing themselves on what they have understood from texts. A student in this category makes quite a few mistakes on the mechanics of writing and grammar.   |
|          |      |   | Four: Intermediate      | A student in this category demonstrates little mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of medium-size expository and informational texts on a variety of familiar and/or unfamiliar themes. A student in this category also demonstrates little competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring unfamiliar word and sentence meaning from the overall co-text and context, using text features and text structures to comprehend, and expressing themselves on what they have understood from texts. A student in this category makes quite a few mistakes on the mechanics of writing and grammar. |

|               |      |   |                         |   |
|---------------|------|---|-------------------------|---|
|               |      |   | Five: Advanced          | A student in this category demonstrates little mastery of knowledge of language and the reading comprehension skills required, and comprehends with little depth expository and argumentative, extended texts on a variety of familiar and unfamiliar themes through the inferences, connections, and conclusions that he/she makes. A student in this category also demonstrates little competence in extending ideas by connecting and synthesizing information from within the entire text, interpreting figurative language, and analyzing author's lexical choices. A student in this category makes quite a few mistakes on the mechanics of writing and grammar.   |
| Less than 60% | Fail | F | Three: Pre-intermediate | A student in this category demonstrates no mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of short expository and informational texts on a variety of familiar themes. A student in this category also demonstrates no competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring word and sentence meaning from the overall co-text and context, summarizing main text contents, and expressing themselves on what they have understood from texts. A student in this category makes very many mistakes on the mechanics of writing and grammar.   |
|               |      |   | Four: Intermediate      | A student in this category demonstrates no mastery of knowledge of language and reading comprehension skills and strategies required to comprehend a variety of medium-size expository and informational texts on a variety of familiar and/or unfamiliar themes. A student in this category also demonstrates no competence in identifying paragraph topics through close reading, discriminating between major and minor statements within texts, inferring unfamiliar word and sentence meaning from the overall co-text and context, using text features and text structures to comprehend, and expressing themselves on what they have understood from texts. A student in this category makes very many mistakes on the mechanics of writing and grammar. |

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|  |  |  | Five: Advanced | <p>A student in this category demonstrates no mastery of knowledge and reading comprehension skills, and shows no understanding of expository and argumentative, extended texts on a variety of familiar and unfamiliar themes. A student in this category also demonstrates no competence in extending ideas by connecting and synthesizing information from within the entire text, interpreting figurative language, and analyzing author's word choices. A student in this category makes too many mistakes on the mechanics of writing and grammar.</p> |
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### Listening-Speaking Skill Proficiency Scale

| Grade out of 100 | Mention   | Symbol | Level                   | Descriptors   |
|------------------|-----------|--------|-------------------------|---|
| 90% - 100%       | Excellent | A      | Three: Pre-intermediate | <p>A student in this category has an outstanding ability to initiate and fully and coherently develop a simple conversation on a variety of familiar topics, pronounce and articulate English lexical items correctly and clearly, implement appropriate intonation, make use of a variety of sentence structures and enough vocabulary to express the self, and speak fluently. A student in this category shows hardly any self-corrections, repetition, hesitation, mistakes on stress, false intonation, wrong lexical choice, tense, aspect, and syntactic structures.</p>   |
|                  |           |        | Four: Intermediate      | <p>A student in this category has an outstanding ability to initiate and fully and coherently develop a conversation on a variety of familiar and/or unfamiliar topics such as family, hobbies, work, travel, and current events; interact with others; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety of sentence structures and enough lexis to express the self; and speak fluently. A student in this category shows hardly any self-corrections, repetition, hesitation, mistakes on stress, false intonation, wrong lexical choice, tense, aspect, and syntactic structures.</p>   |
|                  |           |        | Five: Advanced          | <p>A student in this category has an outstanding ability to initiate and fully and coherently develop an extended conversation on a variety of familiar and unfamiliar topics and events; entertain dialogue and interact with others on concrete and abstract issues; understand and use figurative language successfully; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and rich vocabulary to express the self; and speak fluently. A student in this category shows hardly any self-corrections, repetition, hesitation, mistakes on stress, false intonation, wrong lexical choice, tense, aspect, and syntactic structures.</p> |

|          |           |   |                         |   |
|----------|-----------|---|-------------------------|---|
| 80% -89% | Very Good | B | Three: Pre-intermediate | A student in this category has ability to initiate and fully and coherently develop a simple conversation on a variety of familiar topics; pronounce and articulate English lexical items correctly and clearly, implement appropriate intonation; make use of a variety of sentence structures and enough vocabulary to express the self; and speak fluently. A student in this category shows some self-corrections, repetition, hesitation, and a few mistakes on stress, intonation, lexical choice, and tense, aspect, syntactic structures.   |
|          |           |   | Four: Intermediate      | A student in this category has ability to initiate and fully and coherently develop a conversation on a variety of familiar and/or unfamiliar topics such as family, hobbies, work, travel, and current events; interact with others; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety of sentence structures and enough vocabulary to express the self; and speak fluently. A student in this category shows some self-corrections, repetition, hesitation, and a few mistakes on stress, intonation, lexical choice, and tense, aspect, syntactic structures.  |
|          |           |   | Five: Advanced          | A student in this category has ability to initiate and fully and coherently develop an extended conversation on a variety of familiar and unfamiliar topics and events; entertain dialogue and interact with others on concrete and abstract issues; understand and use figurative language successfully; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and rich vocabulary to express the self; and speak fluently. A student in this category shows some self-corrections, repetition, and hesitation, and a few mistakes on stress, intonation, lexical choice, and tense, aspect, syntactic structures. |
| 70% -79% | Good      | C | Three: Pre-intermediate | A student in this category has fair ability to initiate and fully and coherently develop a simple conversation on a variety of familiar topics, pronounce and articulate English lexical items correctly and clearly, implement appropriate intonation, make use of a variety sentence structures and enough vocabulary to express the self, and speak fluently. A student in this category shows many self-corrections, frequent repetition and hesitation, and quite a few mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.  |

|          |      |   |                         |  |
|----------|------|---|-------------------------|--|
|          |      |   | Four: Intermediate      | A student in this category has fair ability to initiate and fully and coherently develop a conversation on a variety of familiar and/or unfamiliar topics such as family, hobbies, work, travel, and current events; interact with others; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety of sentence structures and enough vocabulary to express the self; and speak fluently. A student in this category shows many self-corrections, frequent repetition and hesitation, and quite a few mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.   |
|          |      |   | Five: Advanced          | A student in this category has fair ability to initiate and fully and coherently develop an extended conversation on a variety of familiar and unfamiliar topics and events; entertain dialogue and interact with others on concrete and abstract issues; understand and use figurative language successfully; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety of sentence structures and rich vocabulary to express the self; and speak fluently. A student in this category shows many self-corrections, frequent repetition and hesitation, and quite a few mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures. |
| 60% -69% | Pass | D | Three: Pre-intermediate | A student in this category has little ability to initiate and fully and coherently develop a simple conversation on a variety of familiar topics, pronounce and articulate English lexical items correctly and clearly, implement appropriate intonation, make use of a variety sentence structures and enough vocabulary to express the self, and speak fluently. A student in this category shows very many self-corrections, much repetition and hesitation, and very many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.  |



|               |      |   |                         |  |
|---------------|------|---|-------------------------|--|
|               |      |   | Four: Intermediate      | A student in this category has little ability to initiate and fully and coherently develop a conversation on a variety of familiar and/or unfamiliar topics such as family, hobbies, work, travel, and current events; interact with others; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and enough vocabulary to express the self; and speak fluently. A student in this category shows very many self-corrections, much repetition and hesitation, and very many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.   |
|               |      |   | Five: Advanced          | A student in this category has little ability to initiate and fully and coherently develop an extended conversation on a variety of familiar and unfamiliar topics and events; entertain dialogue and interact with others on concrete and abstract issues; understand and use figurative language successfully; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and rich vocabulary to express the self; and speak fluently. A student in this category shows very many self-corrections, much repetition and hesitation, and very many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures. |
| Less than 60% | Fail | F | Three: Pre-intermediate | A student in this category has no ability to initiate and fully and coherently develop a simple conversation on a variety of familiar topics, pronounce and articulate English lexical items correctly and clearly, implement appropriate intonation, make use of a variety sentence structures and enough vocabulary to express the self, and speak fluently. A student in this category shows an excessive use of self-corrections, repetition, and hesitation, and too many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.   |

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|  |  |  | <p><b>Four: Intermediate</b></p> <p>A student in this category has no ability to initiate and fully and coherently develop a conversation on a variety of familiar and/or unfamiliar topics such as family, hobbies, work, travel, and current events; interact with others; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and enough vocabulary to express the self; and speak fluently. A student in this category shows an excessive use of self-corrections, repetition, and hesitation, and too many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.</p>   |
|  |  |  | <p><b>Five: Advanced</b></p> <p>A student in this category has no ability to initiate and fully and coherently develop an extended conversation on a variety of familiar and unfamiliar topics and events; entertain dialogue and interact with others on concrete and abstract issues; understand and use figurative language successfully; pronounce and articulate English lexical items correctly and clearly; implement appropriate intonation; make use of a variety sentence structures and rich vocabulary to express the self; and speak fluently. A student in this category shows an excessive use of self-corrections, repetition, and hesitation, and too many mistakes on stress, intonation, vocabulary choice, and tense, aspect, syntactic structures.</p> |