

Objectives/examples of possible assessment tasks		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Criterion A: Content (receptive and productive)</b>						
<b>1.</b>	<b>Objectives</b> At the end of the given year, students should be able to:	Recognize and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts.	Appreciate and comment on the language, content, structure, meaning and significance of familiar age-appropriate oral, written and visual texts.	Appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen age-appropriate oral, written and visual texts.	With some teacher guidance, students begin to understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts.	Understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts.
	<b>Examples of possible assessment tasks</b>	Students complete graphic organizers to examine the progression and sequence of events in a text. The teacher leads a discussion on the cause-effect pattern and the role of other story elements.	Students complete graphic organizers to examine the progression and sequence of events in a text. The teacher leads a discussion on the cause-effect pattern and the role of other story elements.	Students share their draft work of responses to literature with peers and offer constructive feedback on how the content, organization, style and language usage may be developed in further drafts.	Students share their draft work of responses to literature with peers and offer constructive feedback on how the content, organization, style and language usage may be developed in further drafts.	Students write close-reading commentaries on extracts from a work studied in class.
<b>2.</b>	<b>Objectives</b> At the end of the given year, students should be able to:	Understand and begin to apply language A terminology in context.	Understand and apply language A terminology in context.	Understand and apply language A terminology in context.	Understand and apply language A terminology in context.	Understand and apply language A terminology in context.
	<b>Examples of possible assessment tasks</b>	Identify the protagonist and discuss how he or she differs from the antagonist in a class discussion.	Identify the protagonist and discuss how he or she differs from the antagonist in a class discussion.	In pairs identify the rhyme in a poem and make notes on the impact of this on the piece as a whole.	independently identify the rhyme in a poem and make notes on the impact of this on the piece as a whole.	Write out an essay plan that discusses the effects of irony in the text studied.
<b>3.</b>	<b>Objectives</b> At the end of the given year, students should be able to:	Understand some of the effects of the author's choices on an audience.	Understand an increased number of effects the author's choice has on an audience.	Understand many of the effects of the author's choices on an audience.	With teacher's guidance, the student begins to analyze the effects of the author's choices on an audience.	Analyze the effects of the author's choices on an audience.
	<b>Examples of possible assessment tasks</b>	Students write single-word descriptions of an advert they are presented with. They then write what each of these objects or elements suggests to them, identifying the symbolic and implied meanings. They compare and discuss similarities and differences in their interpretations and what can cause these differences.	Students write single-word descriptions of an advert they are presented with. They then write what each of these objects or elements suggests to them, identifying the symbolic and implied meanings. They compare and discuss similarities and differences in their interpretations and what can cause these differences.	Students analyse how humour and satire may have both an immediate impact and a deeper underlying meaning. They consider a range of visual and written texts then use them as exemplars for their own writing.	Students analyse how humour and satire may have both an immediate impact and a deeper underlying meaning. They consider a range of visual and written texts then use them as exemplars for their own writing.	Students explore how language employed in print journalism may be used to clarify facts or events. They then examine how euphemism and jargon may be used to obscure facts or events and/or manipulate the reader.
<b>4.</b>	<b>Objectives</b> At the end of the given year, students should be able to:	compose pieces that apply age appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply age-appropriate literary and non-literary features to serve the context and intention.	Compose pieces that apply age appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply age-appropriate literary and non-literary features to serve the context and intention.	compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention.

	<b>Examples of possible assessment tasks</b>	Students view a film, video or television sequence and individually prepare a presentation for a film distributor about the value of the work.	Students take critical notes on a film, video or television sequence and individually create their own film.	Students use an electronic presentation/slide-show program to combine text, images and sound. The finished products tell the stories of unsolved mysteries and seek to unravel them.	Students use an electronic presentation/slide-show program to combine text, images and sound. The finished products tell the stories of unsolved mysteries and seek to unravel them.	Students examine a film, video or television version of a work studied and analyse the techniques used. They analyse the cinematography and compose a short prequel or sequel.
5.	<b>Objectives</b> At the end of the given year, students should be able to:	Compare and contrast age-appropriate texts, and connect themes across and within genres.	Compare and contrast age-appropriate texts, and connect themes across and within genres.	• Compare and contrast age-appropriate texts, and connect themes across and within genres.	Compare and contrast works, and connect themes across and within genres.	Compare and contrast works, and connect themes across and within genres.
	<b>Examples of possible assessment tasks</b>	Students compare and contrast different forms of writing in shared reading. They then consider the effects on the reader.	Students compare and contrast different forms of writing in shared reading. They then consider the effects on the reader.	Students study a work of art and/or images inspired by a piece of literature. They view the art/image and use the knowledge gained to contextualize the literature.	Students study a work of art and/or images inspired by a piece of literature. They view the art/image and use the knowledge gained to contextualize the literature.	Students view and read a range of texts with differing views of the future. They respond to questions about utopias and dystopias in order to determine the effect of authorial choice on the reader.

6.	<b>Objectives</b> At the end of the given year, students should be able to:	Express a relevant personal response to literary and non-literary texts.	<ul style="list-style-type: none"> <li>Express a relevant informed response to literary and non-literary texts.</li> </ul>	Begin to express an informed and independent response to literary and non-literary texts.	<ul style="list-style-type: none"> <li>Students write an expository essay incorporating interpretations to demonstrate their understanding of a work of literature.</li> </ul>	Express an informed and independent response to literary and non-literary texts.
	<b>Examples of possible assessment tasks</b>	Students work in small groups on a text. They discuss and share knowledge and ideas, after which they formulate their own questions, keeping a record of their process and steps on a graphic organizer.	Students work in small groups on a text. They discuss and share knowledge and ideas, after which they formulate their own questions, keeping a record of their process and steps on a graphic organizer.	Students respond to a range of texts, representing a range of contrasting viewpoints on an environmental issue.	Students respond to a range of texts, representing a range of contrasting viewpoints on an environmental issue.	Students write a formal expository essay incorporating differing interpretations to demonstrate their understanding of a work of literature.

**Criterion B: Organization**

7.	<b>Objectives</b> At the end of the given year, students should be able to:	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.	<ul style="list-style-type: none"> <li>Create work that employs organizational structures and language-specific conventions throughout a variety of text types.</li> </ul>	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.	<ul style="list-style-type: none"> <li>Create work that employs organizational structures and language-specific conventions throughout a variety of text types.</li> </ul>	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.
	<b>Examples of possible assessment tasks</b>	Students enter an electronic publishing program and select a presentational style that is most appropriate for a given task.	Students enter an electronic publishing program and select a presentational style that is most appropriate for a given task.	In pairs, students draft paragraphs that begin with topic sentences and then pass these to their partner for editing.	Students draft paragraphs that begin with topic sentences and then pass these to their partner for editing.	Students draft and redraft an introductory paragraph which has both a statement to catch the interest of the reader and a thesis.
8.	<b>Objectives</b> At the end of the given year, students should be able to:	Organize ideas and arguments in a coherent and logical manner	<ul style="list-style-type: none"> <li>Organize ideas and arguments in an increasingly coherent and organized manner.</li> </ul>	Organize ideas and arguments in a sustained, coherent and logical manner.	<ul style="list-style-type: none"> <li>Organize ideas and arguments in a sustained, coherent and logical manner.</li> </ul>	Organize ideas and arguments in a sustained, coherent and logical manner.
	<b>Examples of possible assessment tasks</b>	Students participate in a “balloon debate”. Individuals each choose a character and justify why they	Students participate in a “balloon debate”. Individuals each choose a character and justify why they	Teams of students take part in formal, structured debates on the legacy of a famous figure they	Teams of students take part in formal, structured debates on the legacy of a famous figure they	Students write and give a speech to a figure, living or dead, real or imagined, whose attitudes, beliefs

		should keep their place in a rapidly descending hot air balloon.	should keep their place in a rapidly descending hot air balloon.	select among themselves.	select among themselves.	or behavior have angered them.
9.	<b>Objectives</b> At the end of the given year, students should be able to:	Employ appropriate critical apparatus.	<ul style="list-style-type: none"> <li>Employ appropriate critical apparatus.</li> </ul>	Employ appropriate critical apparatus.	<ul style="list-style-type: none"> <li>Employ appropriate critical apparatus.</li> </ul>	Employ appropriate critical apparatus.
	<b>Examples of possible assessment tasks</b>	Students investigate a topic using several sources and then compose a bibliography that fits a standard format of referencing.	Students investigate a topic using several sources and then compose a bibliography that fits a standard format of referencing.	Students prepare an oral presentation about a disagreement between two famous people. During their presentation they verbally cite the differing opinions of the personalities they chose.	Students prepare an oral presentation about a disagreement between two famous people. During their presentation they verbally cite the differing opinions of the personalities they chose.	In a formal piece of written work students choose several quotations from literary works. For each of these they provide an in-text citation that refers accurately to their bibliography.
<b>Criterion C: Style and language mechanics</b>						
10.	<b>Objectives</b> At the end of the given year, students should be able to:	Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings.	<ul style="list-style-type: none"> <li>Consistently use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings.</li> </ul>	Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyze.	<ul style="list-style-type: none"> <li>Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings, and continue to analyze.</li> </ul>	Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings.
	<b>Examples of possible assessment tasks</b>	Students describe the conflicts or problems in the works they have studied, categorize them and then relate them to a world issue.	Students describe the conflicts or problems in the works they have studied, categorize them and then relate them to a world issue.	Students write creatively in first-person narrative, anticipating the reader's needs.	Students write creatively in first-person narrative, anticipating the reader's needs.	Students research an issue of global concern and then write persuasive papers, with citations, which justify their standpoints on that issue, while also recognizing opposing views.
11.	<b>Objectives</b> At the end of the given year, students should be able to:	Use language accurately.	<ul style="list-style-type: none"> <li>Use language accurately.</li> </ul>	Use language accurately.	<ul style="list-style-type: none"> <li>Use language accurately.</li> </ul>	Use language accurately.
	<b>Examples of possible assessment tasks</b>	Students hold a press conference on a topic or event they have researched thoroughly. Each student presents their findings and takes questions from the audience.	Students hold a press conference on a topic or event they have researched thoroughly. Each student presents their findings and takes questions from the audience.	Students take the part of villagers who are faced with a major change in their community. They research the issues facing the community, empathize with villagers' viewpoints and present them in a community meeting.	Students take the part of villagers who are faced with a major change in their community. They research the issues facing the community, empathize with villagers' viewpoints and present them in a community meeting.	Students analyze a particular aspect of a social problem from a range of perspectives. They then come together, synthesize their ideas and present an action plan that responds to the needs of the various parties.

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12.	<b>Objectives</b> At the end of the given year, students should be able to:	Use appropriate and varied register, vocabulary and idiom.	<ul style="list-style-type: none"> <li>Use appropriate and varied register, vocabulary and idiom.</li> </ul>	Use appropriate and varied register, vocabulary and idiom.	<ul style="list-style-type: none"> <li>Use appropriate and varied register, vocabulary and idiom.</li> </ul>	Use appropriate and varied register, vocabulary and idiom.
	<b>Examples of possible assessment tasks</b>	Students write letters to the school newspaper to argue for a situation that should be changed or improved. They use a register that might encourage a more sympathetic reading by the school's administration.	Students write letters to the school newspaper to argue for a situation that should be changed or improved. They use a register that might encourage a more sympathetic reading by the school's administration.	Students write formal letters to national or international agencies adopting the appropriate etiquette of formal address. The students outline the issues, summarize concisely their main points of concern and propose solutions and/or changes of policy.	Students write formal letters to national or international agencies adopting the appropriate etiquette of formal address. The students outline the issues, summarize concisely their main points of concern and propose solutions and/or changes of policy.	Students use neutral information about an imaginary individual to write both positive and negative job reference letters.
13.	<b>Objectives</b> At the end of the given year, students should be able to:	Use correct grammar and syntax.	<ul style="list-style-type: none"> <li>Use correct grammar and syntax.</li> </ul>	Use correct grammar and syntax.	<ul style="list-style-type: none"> <li>Use correct grammar and syntax.</li> </ul>	Use correct grammar and syntax.

	<b>Examples of possible assessment tasks</b>	Students play characters from a work of literature. Through "hot seating" in role they stop at a particular point and analyse what their character did do, what they are doing and what they predict they will do, using different verb tenses.	Students play characters from a work of literature. Through "hot seating" in role they stop at a particular point and analyse what their character did do, what they are doing and what they predict they will do, using different verb tenses.	Students draw at random an incorrectly written sentence. They rewrite it and explain to the group how they corrected it grammatically.	Students draw at random an incorrectly written sentence. They rewrite it and explain to the group how they corrected it grammatically.	Students, working in pairs, are assigned an aspect of grammar. Their task is to understand it and then devise an engaging way in which to teach it to the class. After their lesson, they design a test to assess the understanding of their peers.
14.	<b>Objectives</b> At the end of the given year, students should be able to:	Use appropriate and varied sentence structure.	<ul style="list-style-type: none"> <li>Use appropriate and varied sentence structure.</li> </ul>	Use appropriate and varied sentence structure.	<ul style="list-style-type: none"> <li>Use appropriate and varied sentence structure.</li> </ul>	Use appropriate and varied sentence structure.
	<b>Examples of possible assessment tasks</b>	Students discuss ways in which they plan, write and revise work, showing an awareness of the different stages and purposes. They use prior knowledge to share ideas in small groups in order to create posters to illustrate appropriate writing processes.	Students discuss ways in which they plan, write and revise work, showing an awareness of the different stages and purposes. They use prior knowledge to share ideas in small groups in order to create posters to illustrate appropriate writing processes.	Students examine a well-known passage from a work of literature in which the teacher has removed all punctuation. The students insert the punctuation in order for the passage to convey the meaning intended by the original author. Students justify their choices of punctuation.	Students examine a well-known passage from a work of literature in which the teacher has removed all punctuation. The students insert the punctuation in order for the passage to convey the meaning intended by the original author. Students justify their choices of punctuation.	Students, working in pairs, take the roles of critic and author. Using an interview format, they explore the effects of several key sentences on the development of the work.
15.	<b>Objectives</b> At the end of the given year, students should be able to:	Use correct spelling/writing.	<ul style="list-style-type: none"> <li>Use correct spelling/writing.</li> </ul>	Use correct spelling/writing.	<ul style="list-style-type: none"> <li>Use correct spelling/writing.</li> </ul>	Use correct spelling/writing.
	<b>Examples of possible assessment tasks</b>	Students devise games for younger children and write sets of instructions that explain how to play them.	Students devise games for younger children and write sets of instructions that explain how to play them.	Groups of students are given sets of words/ characters that are very similar in meaning/ appearance. Students separate and explain the correct usage of each.	Groups of students are given sets of words/ characters that are very similar in meaning/ appearance. Students separate and explain the correct usage of each.	Students read a short story that includes colloquial dialogue from which the ending has been removed. After analysing the author's style they write suitable endings. Following the exercise, the author's original ending is revealed and discussed.
Note: "Spelling" applies to alphabetic languages, whereas "writing" applies to character languages.						

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