



# Summerhill School

Love & Wisdom

## ORAL PRESENTATION

LEVELS OF ACHIEVEMENT	SUPERIOR – 100	ALTO – 85	BÁSICO – 70	BAJO – 40
<b>CATEGORY</b>				
<b>TIME LIMIT</b>	Makes a proper use of the time expected for the presentation.	Makes a good use of the time expected for the presentation, taking some pauses.	Makes the presentation in less/more time than the expected. Begins quiet and has long pauses.	Makes it difficult to manage the time expected for the presentation. Keeps quiet most of the time with long pauses.
<b>PRONOUNCIATION</b>	Is intelligible with appropriate intonation and word stress. Individual Sounds are articulated clearly.	Is intelligible with generally appropriate intonation and word stress. Individual sounds are generally articulated clearly.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Has very limited control of phonological features and is often unintelligible.
<b>GRAMMAR AND VOCABULARY</b>	Shows a great control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.	Shows a good control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.
<b>DISCOURSE MANAGEMENT</b>	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed.	Produces extended stretched of language with ease and with very little hesitation. Contributions are relevant, coherent and varied.	Produces extended stretched of language despite some hesitations. Contributions are relevant and there is very little repetition.	Produces responses which are extended beyond short phrases, despite hesitations. Contributions are mostly relevant, but there may be some repetition.
<b>INTERACTIVE COMMUNICATION</b>	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little hesitation.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support	Maintains simple exchanges, despite some difficulty.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.



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## READING COMPREHENSION

LEVELS OF ACHIEVEMENT CATEGORY	SUPERIOR – 100	ALTO – 85	BÁSICO – 70	BAJO – 40
<b>IMAGE READING</b>	Accurately explains how each graphic/diagram is related to the text and determines whether each one agrees with the information in the text.	Accurately explains how each graphic/diagram is related to the text.	Accurately explains how some of the diagrams are related to the text.	Has difficulty relating graphics and diagrams to the text.
<b>TEXT DETAILS</b>	Recalls several details for each main point without referring to the text.	Recalls several details for each main point, but needs to refer to the text, occasionally.	Is able to locate most of the details when looking at the text.	It makes difficult to locate details with accuracy.
<b>MAIN IDEAS</b>	Lists all the main points of the text without having the text in front of them.	Lists all the main points, but uses the text for reference.	Lists all but one of the main points, using the text for reference.	It is hard to list important information with accuracy.
<b>SUMMARIZATION</b>	Uses several sentences to accurately describe what the text is about.	Uses sufficient sentences to describe clearly what the article is about.	Summarizes most of the text accurately, but has some slight misunderstanding.	Has great difficulty summarizing the text.