

CLS PROFICIENCY DESCRIPTORS

<b>A (OUTSTANDING)</b>	Listening/Reading	Student demonstrates extensive knowledge and the ability to draw accurate conclusions from a wide range of spoken/written texts.
	Speaking	Student can maintain highly effective communication with a high level of confidence and fluency drawing on a wide range of vocabulary and structures. Pronunciation and intonation are well developed.
	Writing	Student can maintain fluent communication. Sentences are well structured using a comprehensive range of grammatical concepts and giving detailed information. Spelling is accurate and text type is appropriate.
<b>B (THOROUGH)</b>	Listening/Reading	Student demonstrates a thorough knowledge and understanding of a variety of spoken/written texts with the ability to draw accurate conclusions most of the time.
	Speaking	Student can maintain effective communication drawing on a range of vocabulary and structures. Pronunciation and intonation are mostly correct.
	Writing	Student can communicate ideas and information, drawing on a broad range of vocabulary. Sentences are structured using a range of the grammatical concepts and giving detailed information. There are some minor errors in spelling. Student demonstrates a good understanding of text types.
<b>C (SOUND)</b>	Listening/Reading	Student demonstrates sound understanding of the meaning of a range of spoken/written texts. Responses are reasonably thorough, with a degree of accuracy but some relevant details are omitted.
	Speaking	Student can communicate relevant ideas in an appropriate manner and demonstrate skills in familiar contexts, drawing on a range of vocabulary with some inaccuracies. Quality of pronunciation and intonation is not always consistent.
	Writing	Student can communicate relevant ideas in familiar contexts, drawing on a limited range of vocabulary. Sentences are coherent, giving appropriate information but with inaccuracies in spelling and understanding of text types.
<b>D (BASIC)</b>	Listening/Reading	Student demonstrates a basic understanding of spoken/written texts in familiar contexts. Responses are basic, not clearly expressed with some incorrect detail.
	Speaking	Student communicates at a basic level in some familiar contexts. Student uses some relevant vocabulary and expressions. Sentences are simple and descriptive with several inaccuracies. Pronunciation and intonation often impede communication.
	Writing	Student provides a basic response to the task, using some relevant learnt vocabulary. Sentences are simple and descriptive with major inaccuracies in both spelling and grammar and with little understanding of text type.