

LISTENING & WATCHING-COMPREHENSION

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil gets ready for listening. (ENG.3.1.L1)	The pupil activates prior knowledge about school life, months, birthdays and celebrations confidently and makes accurate predictions.	☐	The pupil makes simple predictions with minor support.	☐	The pupil makes limited predictions and needs guidance.	☐	The pupil cannot predict.	☐
The pupil understands topic and main idea. (ENG.3.1.L2)	The pupil understands the topic and main idea completely without support.	☐	The pupil understands the topic with minor support.	☐	The pupil understands only parts of the topic.	☐	The pupil cannot understand the topic.	☐
The pupil recognises details & relationships. (ENG.3.1.L3)	The pupil identifies people, places, months, ages and relationships accurately.	☐	The pupil identifies most details with minor confusion.	☐	The pupil identifies few details with frequent errors.	☐	The pupil cannot recognise details.	☐
The pupil responds to listening. (ENG.3.1.L4)	The pupil shares ideas, feelings and personal connections clearly and confidently.	☐	The pupil shares ideas with some support.	☐	The pupil shares limited ideas.	☐	The pupil cannot respond to listening.	☐

Score guide:

14–16 points (≈ 88–100 / 100) → Excellent

The pupil understands the listening content fully, predicts the topic accurately, identifies key ideas and details clearly, and follows all instructions smoothly and independently.

11–13 points (≈ 69–81 / 100) → Good

The pupil understands most of the listening content, identifies main ideas and many details, makes minor mistakes, and generally follows instructions.

8–10 points (≈ 50–62 / 100) → Needs Improvement

The pupil understands only basic ideas, has difficulty identifying details, makes frequent mistakes, and needs teacher support to follow instructions.

0–7 points (≈ 0–44 / 100) → Inadequate

The pupil cannot understand the listening content, fails to identify key ideas or details, and is unable to follow instructions even with support.

SPEAKING-EXPRESSION

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil prepares for speaking. (ENG.3.1.S1)	The pupil uses greeting and introduction models confidently.	☐	The pupil uses models with minor hesitation.	☐	The pupil uses models with difficulty.	☐	The pupil cannot use models.	☐
The pupil imitates model language. (ENG.3.1.S2)	The pupil imitates model sentences accurately with correct pronunciation.	☐	The pupil demonstrates mostly accurate imitation.	☐	The pupil demonstrates limited imitation.	☐	The pupil cannot imitate model language.	☐
The pupil produces spoken content. (ENG.3.1.S3–S4)	The pupil speaks clearly about school life, age, birthday and personal information.	☐	The pupil produces mostly clear speech with minor errors.	☐	The pupil produces frequent errors and unclear speech.	☐	The pupil cannot produce meaningful speech.	☐
The pupil uses gestures & expressions. (ENG.3.1.S4)	The pupil uses gestures, mimics and body language naturally.	☐	The pupil uses gestures with minor limits.	☐	The pupil uses limited gesture.	☐	The pupil uses no gesture .	☐
The pupil shares ideas verbally. (ENG.3.1.S5–S6)	The pupil shares personal information and ideas confidently.	☐	The pupil shares with minor support.	☐	The pupil shares very limited ideas.	☐	The pupil cannot share.	☐

Score guide:

17–20 points (≈ 85–100 / 100) → Excellent

The pupil speaks clearly and confidently, uses appropriate language and models accurately, communicates ideas effectively, and interacts smoothly without support.

13–16 points (≈ 65–80 / 100) → Good

The pupil speaks understandably, uses most language models correctly, makes minor errors, and communicates ideas with limited support.

9–12 points (≈ 45–60 / 100) → Needs Improvement

The pupil's speech is limited or unclear at times, frequent errors occur, and the pupil needs teacher support to express ideas.

0–8 points (≈ 0–40 / 100) → Inadequate

The pupil cannot produce meaningful speech, communication breaks down, and the pupil is unable to express ideas even with support.

READING-COMPREHENSION

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil prepares for reading. (ENG.3.1.R1)	The pupil activates prior knowledge and predicts content confidently.	☐	The pupil activates prior knowledge with minor support.	☐	The pupil demonstrates limited activation.	☐	The pupil cannot activate prior knowledge.	☐
The pupil identifies topic & details. (ENG.3.1.R2–R3)	The pupil identifies people, places, months and key details accurately.	☐	The pupil identifies most details.	☐	The pupil identifies few details.	☐	The pupil cannot identify details.	☐
The pupil makes inferences. (ENG.3.1.R3)	The pupil makes simple and correct inferences.	☐	The pupil makes mostly correct inferences.	☐	The pupil makes weak inferences.	☐	The pupil cannot infer.	☐
The pupil reflects on reading. (ENG.3.1.R4)	The pupil shares thoughts and feelings clearly.	☐	The pupil shares with support.	☐	The pupil demonstrates limited sharing.	☐	The pupil cannot share thoughts and feelings.	☐

Score guide:

14–16 points (≈ 88–100 / 100) → Excellent

The pupil understands the reading text fully, identifies key ideas and details accurately, makes simple inferences correctly, and reflects on the content independently.

11–13 points (≈ 69–81 / 100) → Good

The pupil understands most of the text, identifies main ideas and many details, makes minor errors, and reflects on the content with some support.

8–10 points (≈ 50–62 / 100) → Needs Improvement

The pupil understands only basic information, has difficulty identifying details or making inferences, and needs teacher support.

0–7 points (≈ 0–44 / 100) → Inadequate

The pupil cannot understand the text, fails to identify information or meaning, and is unable to reflect on the content.

WRITING-EXPRESSION

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil prepares for writing. (ENG.3.1.W1)	The pupil fully understands writing tasks related to school life and celebrations.	☐	The pupil understands with support.	☐	The pupil has partial understanding.	☐	The pupil does not understand.	☐
The pupil copies model text. (ENG.3.1.W2)	The pupil copies model texts accurately and neatly.	☐	The pupil makes minor copying errors.	☐	The pupil makes many copying errors.	☐	The pupil cannot copy model texts.	☐
The pupil writes a simple content. (ENG.3.1.W3–W4)	The pupil writes clear and meaningful sentences.	☐	The pupil produces mostly clear text.	☐	The pupil produces limited or unclear text.	☐	The pupil cannot write a simple content.	☐
The pupil reorganises information. (ENG.3.1.W5)	The pupil uses information creatively in new tasks.	☐	The pupil uses information with minor limits.	☐	The pupil uses information with difficulty.	☐	The pupil cannot use information creatively.	☐
The pupil reflects on writing. (ENG.3.1.W6)	The pupil shares ideas and feelings confidently.	☐	The pupil shares with support.	☐	The pupil demonstrates limited sharing.	☐	The pupil cannot share ideas and feelings.	☐

Score guide:

17–20 points (≈ 87–100 / 100) → Excellent

The pupil writes clear, meaningful and accurate sentences, organises ideas effectively, uses appropriate language, and completes tasks independently.

13–16 points (≈ 65–80 / 100) → Good

The pupil writes understandable sentences, uses language mostly correctly, makes minor errors, and completes tasks with limited support.

9–12 points (≈ 45–60 / 100) → Needs Improvement

The pupil's writing is limited or unclear, frequent errors occur, and the pupil needs teacher support to complete tasks.

0–8 points (≈ 0–40 / 100) → Inadequate

The pupil cannot produce meaningful written content and is unable to complete writing tasks even with support.

VOCABULARY: SELECTION AND USE

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil recognises target words. (ENG.3.1.V1)	The pupil recognises all vocabulary accurately.	☐	The pupil recognises most words.	☐	The pupil recognises few words.	☐	The pupil cannot recognise words.	☐
The pupil matches words with visuals. (ENG.3.1.V1)	The pupil matches all words correctly.	☐	The pupil matches most words correctly.	☐	The pupil matches few words.	☐	The pupil cannot match words.	☐
The pupil uses vocabulary in context. (ENG.3.1.V1)	The pupil uses vocabulary naturally in sentences.	☐	The pupil uses with minor mistakes.	☐	The pupil uses limited vocabulary.	☐	The pupil cannot use vocabulary.	☐
The pupil transfers vocabulary. (ENG.3.1.V1)	The pupil uses vocabulary in new contexts independently.	☐	The pupil uses with support.	☐	The pupil uses with difficulty.	☐	The pupil cannot transfer vocabulary.	☐

Score guide:

14–16 points (≈ 85–100 / 100) → Excellent

The pupil recognises and uses target vocabulary accurately and confidently, matches words with visuals correctly, and applies vocabulary naturally in different contexts.

11–13 points (≈ 65–80 / 100) → Good

The pupil recognises and uses most target words correctly, makes minor mistakes, and uses vocabulary appropriately with some support.

8–10 points (≈ 45–60 / 100) → Needs Improvement

The pupil recognises only basic vocabulary, uses words inaccurately or inconsistently, and needs teacher support.

0–7 points (≈ 0–40 / 100) → Inadequate

The pupil cannot recognise or use target vocabulary meaningfully, even with support.

GRAMMARING: SELECTION AND USE

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil recognises language chunks. (ENG.3.1.G1)	The pupil recognises and uses structures automatically.	☐	The pupil recognises most structures.	☐	The pupil recognises few structures.	☐	The pupil cannot recognise language chunks.	☐
The pupil uses structures. (ENG.3.1.G1)	The pupil uses structures correctly and confidently.	☐	The pupil makes minor errors.	☐	The pupil makes frequent errors.	☐	The pupil cannot use structures.	☐
The pupil forms questions. (ENG.3.1.G1)	The pupil forms questions accurately and quickly.	☐	The pupil makes minor errors.	☐	The pupil makes frequent errors.	☐	The pupil cannot form questions.	☐
The pupil uses grammar in context. (ENG.3.1.G1)	The pupil uses grammar naturally in speaking and writing.	☐	The pupil uses grammar with minor support.	☐	The pupil uses grammar with difficulty.	☐	The pupil cannot use grammar.	☐

Score guide:

14–16 points (≈ 87–100 / 100) → Excellent

The pupil uses target grammatical structures accurately and naturally, forms sentences and questions correctly, and applies grammar confidently in context.

11–13 points (≈ 65–80 / 100) → Good

The pupil uses most grammatical structures correctly, makes minor errors, and applies grammar with limited support.

8–10 points (≈ 45–60 / 100) → Needs Improvement

The pupil uses grammar inconsistently, makes frequent errors, and needs teacher support to form correct structures.

0–7 points (≈ 0–40 / 100) → Inadequate

The pupil cannot use target grammatical structures meaningfully, even with support.

PRONUNCIATION: SELECTION AND USE

Learning Outcome	4 – Excellent		3 – Good		2 – Needs Improvement		1 – Inadequate	
The pupil pronounces target sounds. (ENG.3.1.P1)	The pupil pronounces clearly and correctly.	☐	The pupil makes minor mistakes.	☐	The pupil makes frequent errors.	☐	The pupil cannot pronounce clearly and correctly.	☐
The pupil repeats words & chunks. (ENG.3.1.P1)	The pupil repeats clearly with correct stress.	☐	The pupil repeats most words & chunks clearly.	☐	The pupil makes unclear repetition.	☐	The pupil cannot repeat words & chunks.	☐
The pupil uses intonation. (ENG.3.1.P1)	The pupil uses correct intonation naturally.	☐	The pupil mostly uses correct intonation.	☐	The pupil uses limited intonation.	☐	The pupil uses no intonation.	☐
The pupil uses rhythm & stress. (ENG.3.1.P1)	The pupil uses rhythm & stress accurately.	☐	The pupil makes minor errors.	☐	The pupil makes frequent errors.	☐	The pupil cannot use rhythm & stress.	☐
The pupil demonstrates good pronunciation intelligibility. (ENG.3.1.P1)	The pupil always sounds understandable.	☐	The pupil mostly sounds understandable.	☐	The pupil sometimes sounds unclear.	☐	The pupil is not understandable.	☐

Score guide:

17–20 points (≈ 85–100 / 100) → Excellent

The pupil pronounces target words and sentences clearly and accurately, uses correct stress and intonation, and speech is always understandable.

13–16 points (≈ 65–80 / 100) → Good

The pupil pronounces most words correctly, minor pronunciation or intonation errors occur, but meaning is clear.

9–12 points (≈ 45–60 / 100) → Needs Improvement

The pupil's pronunciation is often unclear, frequent errors affect understanding, and the pupil needs repetition and teacher support.

0–8 points (≈ 0–40 / 100) → Inadequate

The pupil's pronunciation is mostly unclear and communication breaks down even with support.