



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

**Ref.: 2016-01-D-45-en-4**

**Orig.: EN**

## **Attainment Descriptors for all L1 at P5**

**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13 AND 14  
OCTOBER 2016 IN BRUSSELS**

**Entry into force on 1 September 2017**

## **Introduction**

In L1 syllabuses of the European Schools there are certain common competences which are expected to be attained by pupils in the areas of listening, speaking, reading and writing.

L1 syllabuses are not identical to national syllabuses, because they take into account the specifics of the European schools (multicultural and multilingual environment of the ES, bilingualism and multilingualism of the pupils ... etc.).

In order to assess pupils' achievements in a more harmonised way, three nursery/primary inspectors were nominated by the BIP on its meeting held in October 2015 to make a proposal of the attainment descriptors for all L1 at the end of P5, according to the document Structure for all syllabuses in the system of the European Schools (Ref.: 2011-09-D-47).

The attainment descriptors are based on

- the learning objectives of the existing L1 syllabuses for the primary cycle,
- the General criteria for Achievement of Subject Objectives (annexe II of the document Ref.: 2013-09-D-38),
- the learning areas of the existing School Report (annexe V of the document Ref.: 2013-09-D-38),
- the draft attainment descriptors presented in the meeting of the BIP held on February 2016,
- the comments from inspectors upon the draft.

The Board of Inspectors for the Nursery and Primary cycles is invited to approve the proposed attainment descriptors.

## **Information for the use of the attainment descriptors**

The attainment descriptors are fixed for the four learning areas

- Listening and understanding
- Speaking
- Reading and understanding
- Writing

The attainment descriptors do not cover all competences of all syllabuses, but those, which are considered to be common.

These descriptors for the Linguistic development (e.g. grammar, orthography, phonology, vocabulary ... etc.) will be compiled for each language according to its specifics during the school year 2016/17.

The pupils' achievements are assessed in relation to the concrete learning objectives and contents of the relevant L1 syllabus.

## **Proposal**

The Board of Inspectors Nursery/Primary and the Joint Teaching Committee are invited to approve a trial use of the attainment descriptors in all L1 in the school year 2016/17. The national inspectors will give a feedback to the working group by the end of the school year. The entry into force is foreseen 1<sup>st</sup> of September 2017.

## ATTAINMENT DESCRIPTORS for LI – P5 in the European Schools

The higher level always includes the competences described in lower levels.

LEVEL	+	++	+++	++++
LEARNING AREAS	Learning objectives are not yet achieved	Learning objectives are partially achieved	Learning objectives are satisfactorily achieved	Learning objectives are fully achieved
	The pupil...	The pupil...	The pupil...	The pupil...
<b>Listening and understanding</b>	<p>a. understands only short statements, speeches and argumentations;</p> <p>b. -----</p> <p>c. reproduces/re-tells only partly what he/she has listened to.</p>	<p>a. understands statements, speeches and argumentations and finds information;</p> <p>b. -----</p> <p>c. reproduces/re-tells what he/she has listened to.</p>	<p>a. distinguishes between the important and less important information;</p> <p>b. distinguishes facts from opinions (objective from subjective);</p> <p>c. interprets what he/she has listened to.</p>	<p>a. distinguishes between the important and less important information and makes notes in his own words while listening and summarizing;</p> <p>b. distinguishes the explicit information from the implicit one;</p> <p>c. interprets what he/she has listened to and can refer to it in different situations.</p>
<b>Speaking</b>	<p>a. reacts and answers inappropriately on what has been listened;</p> <p>b. express himself incompletely in common situations;</p> <p>c. finds it difficult to express his/her own opinion in</p>	<p>a. sometimes reacts and answers inappropriately on what has been listened;</p> <p>b. expresses him/herself comprehensively in common situations;</p> <p>c. uses basic rules of the conversation, express his/her</p>	<p>a. reacts adequately on what has been listened;</p> <p>b. expresses him/herself fluently, clearly, comprehensively and in standard language;</p> <p>c. appropriately uses the general rules of conversation, express</p>	<p>a. makes relations with previous knowledge;</p> <p>b. expresses him/herself fluently, clearly, and comprehensively in the standard language by adapting the speech to the situation;</p> <p>c. appropriately uses the general rules of conversation, express</p>

	<p>conversation,</p> <p>d. needs to read a full text when making a presentation;</p> <p>e. plays a very simple role with only a limited text.</p>	<p>own opinions using simple arguments;</p> <p>d. presents a topic, by sequencing the points logically, making use of a limited terminology and unsure use of grammar structures;</p> <p>e. plays a role with support.</p>	<p>his/her own opinions and reflects upon the opinions of the others;</p> <p>d. presents a topic, by sequencing the points logically and making use of appropriate terminology and grammar structures;</p> <p>e. plays different roles together with others by using adequate language.</p>	<p>his/her own opinions, justifying them with details and examples and drawing an adequate conclusion;</p> <p>d. presents a topic, by sequencing the points logically, making use of appropriate terminology and grammar structures, and using the correct intonation and facial expressions;</p> <p>e. plays different roles, improvises by exploring a variety of situations and perspectives, using the correct intonation and appropriate corporal expressions.</p>
<b>Reading and understanding</b>	<p>a. does not read fluently and makes mistakes;</p> <p>c. does not find key information by him/herself;</p> <p>d. interprets only parts of the text</p>	<p>a. reads in a fluent way, though making mistakes;</p> <p>b. needs explanation to understand what is read;</p> <p>c. sometimes needs help and additional time to find key information;</p> <p>d. interprets the text in a simple way;</p>	<p>a. reads fluently, follows the structure of the sentences with appropriate intonation;</p> <p>b. reads and understands different kinds of texts written on different formats;</p> <p>c. understands the meaning of the text, to select key information;</p> <p>d. interprets the text and communicates its meaning.</p>	<p>a. anticipates the continuity of the text;</p> <p>b. seeks for information autonomously through diverse written sources and makes connections between them around a topic;</p> <p>c. understands the implicit meaning of a text;</p> <p>d. explains the meaning of the text by expressing his/her own opinion.</p>

	<p>e. recognizes different types of texts – literary and non-literary, continuous and discontinuous.</p> <p>f. -----</p>	<p>e. identifies by labeling the different types of texts – literary and non-literary, continuous and discontinuous;</p> <p>f. adapts his/her reading style when asked to purpose and situation in the class context.</p>	<p>e. compares different types of texts – literary and non-literary, continuous and discontinuous;</p> <p>f. adapts the style of reading to purpose and situation in the class context.</p>	<p>e. uses autonomously different types of text for his/her own personal needs;</p> <p>f. adapts the style of reading to purpose and situation when addressing selected audiences.</p>
<b>Writing</b>	<p>a. hardly writes a legible, fluid and neat text; needs the help of a word processor;</p> <p>b. is not confident in using rules of orthography, corrects mistakes with help and needs more time to finish the tasks;</p> <p>c. needs clear instruction how to structure the text;</p> <p>d. writes texts not always understandable by the addressed audience, using simple vocabulary, few stylistic resources, single narrative tense and perspective;</p>	<p>a. writes a legible text, but the handwriting is not so neat; presents texts without having the structure organized; occasionally needs the help of a word processor;</p> <p>b. makes some mistakes in orthography and corrects them under guidance, within an adequate time for the written task;</p> <p>c. makes a simple structure of the text;</p> <p>d. writes understandable text to the addressed audience in prescribed format, using adequate stylistic resources and narrative tense;</p>	<p>a. has a fluid and legible handwriting; presents texts in a clear way and uses informatics tools;</p> <p>b. uses orthography correctly and confidently within an adequate time for the task. Uses a range of tools to make corrections. Makes use of punctuation rules;</p> <p>c. makes a structure and outline of the text;</p> <p>d. writes clearly to the addressed audience in different formats, using adequate stylistic resources, with regard to the appropriate narrative tense and perspective;</p>	<p>a. has a fluid and legible handwriting; presents texts in a clear way and uses informatics tools with great autonomy;</p> <p>b. uses orthography correctly and confidently within an adequate time for the task. The use of orthographic rules is automatic. Uses a range of tools to make corrections. Uses punctuation rules correctly;</p> <p>c. plans writing with use if variety of first draft techniques: makes notes, mind maps etc;</p> <p>d. writes clear texts to the various addressed audiences with adequate formats, using a range of stylistic resources. Choices independently adequate narrative tense and perspectives;</p>

	e. needs help to review the choice of the words, the structure of the sentences the content is structured, the whole content and the spelling.	e. reviews texts with regard to oral and written guidelines for its correction namely the choice of the words, the structure of the sentences, tenses structure of the content and content as a whole, and spelling. Needs systematic help where the effect is concerned.	e. reviews texts autonomously where the choice of words, structure of the sentences, the tense, the structure of the content and the whole content, spelling. Still needs some help where the effect is concerned.	e. reviews texts with autonomy the choice of words, structure of sentences, tense structure of content and content as a whole, the effect and spelling taking into account oral and written instructions -
<b>Linguistic development</b>	To be compiled by each primary inspector	To be compiled by each primary inspector	To be compiled by each primary inspector	To be compiled by each primary inspector