



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

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## **Attainment descriptors ONL syllabuses**

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

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**1<sup>st</sup> Baccalaureate session in June 2021**

Mark	Denominator	Grade	Competences	Cycle 1	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an <b>excellent</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>excellently</b> catch the main points of short clear messages and announcements.	The student shows an <b>excellent</b> understanding of standard speech related to personal experiences and some topics of wider interest and an <b>excellent</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows an <b>excellent</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has an <b>excellent</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has an <b>excellent</b> level of reading and understanding of texts consisting of everyday language and can <b>excellently</b> pick out specific information from short literary and non-literary texts.	The student has an <b>excellent</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates an <b>excellent</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>very actively and very fluently</b> in conversations about familiar topics and activities.	The student takes part <b>very actively and very fluently</b> in conversations and can <b>excellently</b> exchange information about everyday life and topics of general interests.	The student can interact <b>very actively and very fluently</b> with native speakers and can <b>excellently</b> take part in discussions about familiar topics and express personal opinions <b>with excellent fluency and spontaneity</b> .
			Spoken Production	The student is <b>excellently</b> able to describe his/her personal world with some reference to the past and	The student is <b>excellently</b> able to orally describe in a coherent way his/her experiences, hopes and plans	The student is <b>excellently</b> able to present, clear detailed descriptions on a wide range of subjects related to his/her field

			future.	and can <b>excellently</b> narrate a story or the plot of a book or film.	of interest, and can <b>excellently</b> give reasons and explanations for opinions and plans.
		Writing	The student is <b>excellently</b> able to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>excellently</b> able to write simple coherent text on topics concerning everyday matters, experiences and opinions.	The student is <b>excellently</b> able to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student is <b>excellently</b> able to demonstrate basic knowledge and understanding of the culture of the target language and its communities and is <b>excellently</b> able to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>excellently</b> able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and <b>has excellent knowledge</b> of, and is <b>excellently</b> able to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>excellently</b> able to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is <b>excellently</b> able to utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student is <b>excellently</b> able to identify and apply a range of strategies for language learning and is <b>excellently</b> able to apply a range of basic study skills and tools to the learning of the target language.	The student is <b>excellently</b> able to choose effective strategies to organise his/ her individual language learning and is <b>excellently</b> able to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is <b>excellently</b> able to take increasing responsibility for his/her own learning and is <b>excellently</b> able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

8-8.9	Very Good	B	Listening	The student shows a <b>very good</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>very ably</b> catch the main points of short clear messages and announcements.	The student shows a <b>very good</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>very good</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>very good</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a <b>very good</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>very good</b> level of reading and understanding of texts consisting of everyday language and can <b>very ably</b> pick out specific information from short literary and non-literary texts.	The student has a <b>very good</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>very good</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>actively and fluently</b> in conversations about familiar topics and activities.	The student takes part <b>actively and fluently</b> in conversations and can <b>very ably</b> exchange information about everyday life and topics of general interest.	The student can interact <b>actively and fluently</b> with native speakers and can <b>very ably</b> take part in discussions about familiar topics and express personal opinions <b>with very good fluency and spontaneity</b> .
			Spoken Production	The students is <b>very well able</b> to describe his/her personal world with some reference to the past and future.	The student is <b>very well able</b> to orally describe in a coherent way his/her experiences, hopes and plans and can <b>very ably</b> narrate a	The student is <b>very well able</b> to present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and <b>can very ably</b>

				story or the plot of a book or film.	give reasons and explanations for opinions and plans.
			Writing	The student is <b>very well able</b> to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>very well able</b> to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is <b>very well able</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is <b>very well able</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>very well able</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>very good knowledge</b> of, and is <b>very well able</b> to use, basic intercultural codes to interact appropriately with speakers of the target language.
			Language Learning	The student is <b>very well able</b> to identify and apply a range of strategies for language learning and can <b>very ably</b> apply a range of basic study skills and tools to the learning of the target language.	The student is <b>very well able</b> to take increasing responsibility for his/her own learning and is <b>very well able</b> to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

7-7.9	Good	C	Listening	The student shows a <b>good</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>ably</b> catch the main points of short clear messages and announcements.	The student shows a <b>good</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>good</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>good</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a <b>good</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>good</b> level of reading and understanding of texts consisting of everyday language and can <b>ably</b> pick out specific information from short literary and non-literary texts.	The student has a <b>good</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>good</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>actively and with reasonable fluency</b> in conversations about familiar topics and activities.	The student takes part <b>actively and with reasonable fluency</b> in conversations and can <b>ably</b> exchange information about everyday life and topics of general interest.	The student can interact <b>actively and with reasonable fluency</b> with native speakers and can <b>ably</b> take part in discussions about familiar topics and express personal opinions <b>with reasonable fluency and spontaneity</b> .
			Spoken Production	The student can <b>ably</b> describe his/her personal world with some reference to the past and future.	The student can <b>ably</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>ably</b> narrate a story or the plot of a book or film.	The student can <b>ably</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and <b>ably</b> give reasons and explanations for opinions and plans.

			Writing	The student can <b>ably</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>ably</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>ably</b> write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can <b>ably</b> demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and <b>can ably</b> relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can <b>ably</b> demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>good knowledge</b> of, and can <b>ably</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can <b>ably</b> demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can <b>ably</b> utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can <b>ably</b> identify and apply a range of strategies for language learning and can <b>ably</b> apply a range of basic study skills and tools to the learning of the target language.	The student can <b>ably</b> choose effective strategies to organise his/ her individual language learning and can <b>ably</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can <b>ably</b> take increasing responsibility for his/her own learning and can <b>ably</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

6-6.9	Satisfactory	D	Listening	The student shows a <b>satisfactory</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>satisfactorily</b> catch the main points of short clear messages and announcements.	The student shows a <b>satisfactory</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>satisfactory</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>satisfactory</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a <b>satisfactory</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>satisfactory</b> level of reading and understanding of texts consisting of everyday language and can <b>satisfactorily</b> pick out specific information from short literary and non-literary texts.	The student has <b>satisfactory</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>satisfactory</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>with some fluency</b> in conversations about familiar topics and activities.	The student takes part <b>with some fluency</b> in conversations and can <b>satisfactorily</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with some fluency</b> with native speakers and can <b>satisfactorily</b> take part in discussions about familiar topics and express personal opinions <b>with some fluency and spontaneity</b> .
			Spoken Production	The student can <b>satisfactorily</b> describe his/her personal world with some reference to the past and future.	The student can <b>satisfactorily</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>satisfactorily</b> narrate a story	The student can <b>satisfactorily</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>satisfactorily</b>

				or the plot of a book or film.	give reasons and explanations for opinions and plans.	
			Writing	The student can <b>satisfactorily</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>satisfactorily</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>satisfactorily</b> write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can <b>satisfactorily</b> demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can <b>satisfactorily</b> relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can <b>satisfactorily</b> demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has a <b>satisfactory knowledge</b> of, and can <b>satisfactorily</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can <b>satisfactorily</b> demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can <b>satisfactorily</b> utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can <b>satisfactorily</b> identify and apply a range of strategies for language learning and can <b>satisfactorily</b> apply a range of basic study skills and tools to the learning of the target language.	The student can <b>satisfactorily</b> choose effective strategies to organise his/ her individual language learning and can <b>satisfactorily</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can <b>satisfactorily</b> take increasing responsibility for his/her own learning and can <b>satisfactorily</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>sufficiently</b> catch the main points of short clear messages and announcements.	The student shows a <b>sufficient</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>sufficient</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>sufficient</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a <b>sufficient</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>sufficient</b> level of reading and understanding of texts consisting of everyday language and can <b>sufficiently</b> pick out specific information from short literary and non-literary texts.	The student has <b>sufficient</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>sufficient</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part <b>with limited fluency</b> in conversations about familiar topics and activities.	The student takes some part <b>with limited fluency</b> in conversations and can <b>sufficiently</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with limited fluency</b> with native speakers and can <b>sufficiently</b> take part in discussions about familiar topics and express personal opinions <b>with limited fluency and spontaneity</b> .
			Spoken Production	The student can <b>sufficiently</b> describe his/her personal world with some reference to the past and experiences.	The student can <b>sufficiently</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>sufficiently</b> narrate a story or the plot of a book or film.	The student can <b>sufficiently</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and <b>sufficiently</b> give reasons and explanations for opinions and plans.

			Writing	The student can <b>sufficiently</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>sufficiently</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>sufficiently</b> write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can <b>sufficiently</b> demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can <b>sufficiently</b> relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can <b>sufficiently</b> demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>sufficient knowledge</b> of, and can <b>sufficiently</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can <b>sufficiently</b> demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can <b>sufficiently</b> utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can <b>sufficiently</b> identify and apply a range of strategies for language learning and can <b>sufficiently</b> apply a range of basic study skills and tools to the learning of the target language.	The student can <b>sufficiently</b> choose effective strategies to organise his/ her individual language learning and can <b>sufficiently</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can <b>sufficiently</b> take increasing responsibility for his/her own learning and can <b>sufficiently</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

3-4.9	Failed (weak)	F	Listening	The student shows a <b>limited</b> understanding of standard speech relating to areas of immediate personal relevance and can to a <b>limited</b> extent catch the main points of short clear messages and announcements.	The student shows a <b>limited</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>limited</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>limited</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a <b>limited</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>limited</b> level of reading and understanding of texts consisting of everyday language and can to a <b>limited</b> extent pick out specific information from short literary and non-literary texts.	The student has a <b>limited</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>limited</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part <b>with very limited fluency</b> in conversations about familiar topics and activities.	The student takes some part <b>with very limited fluency</b> in conversations and can to a <b>limited extent</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with very limited fluency</b> with native speakers, and can <b>with difficulty</b> take part in discussions about familiar topics and express personal opinions <b>with very limited fluency and spontaneity</b> .
			Spoken Production	The student is <b>able with difficulty</b> to describe his/her personal world with some reference to the past and future.	The student is <b>able with difficulty</b> to describe orally in a coherent way his/her experiences, hopes and plans and can <b>with difficulty</b> narrate a story or the plot of a book or film.	The student can <b>with difficulty</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>with difficulty</b> give reasons and explanations for opinions and

						plans.
			Writing	The student is <b>able with difficulty</b> to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>able with difficulty</b> to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is <b>able with difficulty</b> to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is <b>able with difficulty</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is <b>able with difficulty</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>able with difficulty</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>limited knowledge</b> of, and can <b>with difficulty</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>able with difficulty</b> to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can <b>with difficulty</b> utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is <b>able with difficulty</b> to identify and apply a range of strategies for language learning and <b>can with difficulty</b> apply a range of basic study skills and tools to the learning of the target language.	The student is <b>able with difficulty</b> to choose effective strategies to organise his/ her individual language learning and can <b>with difficulty</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is <b>able with difficulty</b> to take increasing responsibility for his/her own learning and can <b>with difficulty</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

0-2.9	Failed (Very Weak)	FX	Listening	The student shows <b>no or a very limited</b> understanding of standard speech relating to areas of immediate personal relevance and <b>can to a very limited extent/not at all</b> catch the main points of short clear messages and announcements.	The student shows <b>no or a very limited</b> understanding of standard speech related to personal experiences and some topics of wider interest and <b>no or a very limited</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows <b>no or a very limited</b> understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has <b>no or a very limited</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has <b>no or a very limited</b> level of reading and understanding of texts consisting of everyday language and <b>can to a very limited extent/cannot pick</b> out specific information from short literary and non-literary texts.	The student has <b>no or a very limited</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates <b>no or a very limited</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes <b>no or little part with very limited fluency</b> in conversations about familiar topics and activities.	The student takes <b>no or little part with very limited fluency</b> in conversations and <b>can to a very limited extent/cannot</b> exchange information about everyday life and topics of general interests.	The student <b>does not interact or takes a little part with very limited fluency</b> in interactions with native speakers and <b>does not participate or takes little part</b> in discussions about familiar topics and express personal opinions with <b>no or very limited fluency and spontaneity</b> .
			Spoken Production	The student is <b>unable/almost unable to</b> describe his/her personal world with some reference to the past and future.	The student is <b>unable/almost unable</b> to describe orally in a coherent way his/her experiences, hopes and plans and <b>can to a very limited</b>	The student is <b>unable/almost unable</b> to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is <b>unable/almost</b>

				<b>extent/cannot</b> narrate a story or the plot of a book or film.	<b>unable</b> to give reasons and explanations for opinions and plans.
		Writing	The student is <b>unable/almost unable</b> to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>unable/almost unable</b> to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is <b>unable/almost unable</b> to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student is <b>unable/almost unable</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and <b>unable/almost unable</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>unable/almost unable</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and <b>knows to a very limited extent/does not know</b> , and is <b>unable/almost unable</b> to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>unable/almost unable</b> to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is <b>unable/almost unable</b> to utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student is <b>unable/almost unable</b> to identify and apply a range of strategies for language learning and <b>unable/almost unable</b> to apply a range of basic study skills and tools to the learning of the target language.	The student is <b>unable/almost unable</b> to choose effective strategies to organise his/ her individual language learning and is <b>unable/almost unable</b> to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is <b>unable/almost unable</b> to take increasing responsibility for his/her own learning and is <b>unable/almost unable</b> to evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.