



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

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## **Language III attainment descriptors – Secondary cycle**

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY  
2017 IN BRUSSELS**

**Entry into force:**

- on 1 September 2018 for years S1-S5**
- on 1 September 2019 for year S6**
- on 1 September 2020 for year S7**

**1<sup>st</sup> Baccaureate 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 familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows an <b>excellent</b> understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear.	The student shows an <b>excellent</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has an <b>excellent</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has an <b>excellent</b> level of reading of everyday written material and literary text and can <b>excellently</b> pick out specific information from these texts.	The student has an <b>excellent</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes part <b>very actively and very fluently</b> in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes part <b>very actively and very fluently</b> in conversations and the exchange of information about familiar and more general topics.	The student takes part <b>very actively and very fluently</b> in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity.
			Spoken Production	The student is <b>excellently</b> able to describe in simple terms his/her personal world, with some reference to the past and future.	The student is <b>excellently</b> able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film.	The student is <b>excellently</b> able to present, clear detailed descriptions on a wide range of subjects, and to give reasons and explanations for opinions and plans.

			Writing	The student is <b>excellently</b> able to write short simple messages, notes and letters about everyday matters.	The student is <b>excellently</b> able to write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions.	The student is <b>excellently</b> able to write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects.
			Cultural Awareness	The student is <b>excellently</b> able to demonstrate basic knowledge and understanding of the cultures of the target language countries /communities and to relate his/her acquired cultural knowledge to that of the target countries /communities.	The student is <b>excellently</b> able to demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows 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 cultures of the target language including society, 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 familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows a <b>very good</b> understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear.	The student shows a <b>very good</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has a <b>very good</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has a <b>very good</b> level of reading of everyday written material and literary text and can <b>very well</b> pick out specific information from these texts.	The student has a <b>very good</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes part <b>actively and fluently</b> in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes part <b>actively and fluently</b> in conversations and the exchange of information about familiar and more general topics.	The student takes part <b>actively and fluently</b> in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity.
			Spoken Production	The student is <b>very well</b> able to describe in simple terms his/her personal world, with some reference to the past and future.	The student is <b>very well</b> able to describe, in a coherent way, his/her experiences, hopes and plans and to narrate a story or the plot of a book or film.	The student is <b>very well</b> able to present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.

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

7-7.9	Good	C	Listening	The student shows a <b>good</b> understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows a <b>good</b> understanding of spoken standard speech related to personal experiences and some topics of wider interest, when the delivery is clear.	The student shows a <b>good</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has a <b>good</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has a <b>good</b> level of reading of everyday written material and literary text and can <b>well</b> pick out specific information from these texts.	The student has a <b>good</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes part <b>actively and with reasonable fluency</b> in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes part <b>actively and with reasonable fluency</b> in conversations and can exchange information about familiar and more general topics.	The student takes part <b>actively and with reasonable fluency</b> in conversations about topics of general interest and current affairs and expresses personal opinions with reasonable fluency and spontaneity.
			Spoken Production	The student <b>can ably</b> describe in simple terms his/her personal world, with some reference to the past and future.	The student <b>can ably</b> describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film.	The student <b>can ably</b> present, clear detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.

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

6-6.9	Satisfactory	D	Listening	The student shows a <b>satisfactory</b> understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows a <b>satisfactory</b> understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear.	The student shows a <b>satisfactory</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has a <b>satisfactory</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has a <b>satisfactory</b> level of reading of everyday written material and literary text and can <b>satisfactorily</b> pick out specific information from these texts.	The student has a <b>satisfactory</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes part with a <b>satisfactory</b> level of fluency in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes part with a <b>satisfactory</b> level of fluency in conversations and can <b>satisfactorily</b> exchange information about familiar and more general topics.	The student takes part with a <b>satisfactory</b> level of fluency in conversations about topics of general interest and current affairs and can express personal opinions with reasonable fluency and spontaneity.
			Spoken Production	The student can <b>satisfactorily</b> describe in simple terms his/her personal world, with some reference to the past and future.	The student can <b>satisfactorily</b> describe, in a coherent way, his/her experiences, hopes and plans and narrate a story or the plot of a book or film.	The student can <b>satisfactorily</b> present clear, detailed descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.



			<p>Writing</p> <p>The student can <b>satisfactorily</b> write short simple messages, notes and letters about everyday matters.</p>	<p>The student can <b>satisfactorily</b> write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions.</p>	<p>The student can <b>satisfactorily</b> write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects.</p>
			<p>Cultural Awareness</p> <p>The student can <b>satisfactorily</b> demonstrate his/her basic knowledge and understanding of the cultures of the target language countries /communities and can <b>satisfactorily</b> relate his/her acquired cultural knowledge to that of the target countries/communities.</p>	<p>The student can <b>satisfactorily</b> demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context and knows and can <b>satisfactorily</b> use basic intercultural codes to interact appropriately with speakers of the target language.</p>	<p>The student can <b>satisfactorily</b> demonstrate insight and deeper understanding of the cultures of the target language including society, 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.</p>
			<p>Language Learning</p> <p>The student can <b>satisfactorily</b> identify and apply a range of basic strategies for learning languages and can <b>satisfactorily</b> apply a range of basic study skills and tools to the learning of the target language.</p>	<p>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.</p>	<p>The student can <b>satisfactorily</b> take increasing responsibility for his/her own language learning and can <b>satisfactorily</b> critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.</p>

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5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows a <b>sufficient</b> understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear.	The student shows a <b>sufficient</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has a <b>sufficient</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has a <b>sufficient</b> level of reading of everyday written material and literary texts and can <b>sufficiently</b> pick out specific information from these texts.	The student has a <b>sufficient</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes <b>sufficient</b> part with <b>sufficient fluency</b> in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes <b>sufficient</b> part with <b>sufficient fluency</b> in conversations and can <b>sufficiently</b> exchange information about familiar and more general topics.	The student takes sufficient part in conversations about topics of general interest and current affairs and can <b>sufficiently</b> express personal opinions with reasonable fluency and spontaneity.
			Spoken Production	The student can <b>sufficiently</b> describe in simple terms his/her personal world, with some reference to the past and future.	The student can <b>sufficiently</b> describe, in a coherent way, his/her experiences, hopes and plans and 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, and give reasons and explanations for opinions and plans.

			<p>Writing</p> <p>The student can <b>sufficiently</b> write short, simple messages, notes and letters about everyday matters.</p>	<p>The student can <b>sufficiently</b> write personal letters and simple, coherent texts on topics concerning everyday matters, experiences and impressions.</p>	<p>The student can <b>sufficiently</b> write clear, detailed texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects.</p>
			<p>Cultural Awareness</p> <p>The student can <b>sufficiently</b> demonstrate basic knowledge and understanding of the cultures of the target language countries/communities and can <b>sufficiently</b> relate his/her acquired cultural knowledge to that of the target countries /communities.</p>	<p>The student can <b>sufficiently</b> demonstrate some knowledge and understanding of the target language cultures including society, current affairs, literature and its context, and has <b>sufficient</b> knowledge of and can <b>sufficiently</b> use basic intercultural codes to interact appropriately with speakers of the target language.</p>	<p>The student can <b>sufficiently</b> demonstrate insight and deeper understanding of the cultures of the target language including society, 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.</p>
			<p>Language Learning</p> <p>The student can <b>sufficiently</b> identify and apply a range of basic strategies for learning languages and can <b>sufficiently</b> apply a range of basic study skills and tools to the learning of the target language.</p>	<p>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.</p>	<p>The student can <b>sufficiently</b> take increasing responsibility for his/her own language learning and can <b>sufficiently</b> critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.</p>

3-4.9	Failed (weak)	F	Listening	The student shows a <b>limited</b> understanding of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows a <b>limited</b> understanding of spoken standard speech related to personal experience and some topics of wider interest, when the delivery is clear.	The student shows a <b>limited</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has a <b>limited</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has a <b>limited</b> level of reading of everyday written material and literary texts and can <b>with difficulty</b> pick out specific information from these texts.	The student has a <b>limited</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes <b>some part with limited fluency</b> in simple conversations about areas of immediate need or on very familiar topics, with some support.	The student takes <b>some part with limited fluency</b> in conversations and can to a <b>limited</b> extent exchange information about familiar and more general topics.	The student takes <b>some part with limited fluency</b> in conversations about topics of general interest and current affairs and can express personal opinions with <b>limited</b> fluency and spontaneity.
			Spoken Production	The student is <b>able with difficulty</b> to describe in simple terms his/her personal world, with some reference to the past and future.	The student is <b>able with difficulty</b> to describe, his/her experiences, hopes and plans and narrate a story or the plot of a book or film.	The student is <b>able with difficulty</b> to present descriptions on a wide range of subjects, and give reasons and explanations for opinions and plans.

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

0-2.9	Failed (very weak)	FX	Listening	The student shows <b>no understanding</b> of familiar words and phrases related to areas of immediate personal relevance and experience, when people speak slowly and clearly.	The student shows <b>no</b> understanding of spoken standard speech related to personal experiences and some topics of wider interest, when delivery is clear and slow.	The student shows <b>no</b> understanding of the main points in more complex, but clearly spoken standard speech related to topics of general interest and current affairs.
			Reading	The student has <b>no</b> level of reading and understanding of short written texts containing familiar words and phrases.	The student has <b>no</b> level of reading of everyday written material and literary text and is <b>unable</b> to pick out specific information from these texts.	The student <b>no</b> level of reading, understanding and analysis of literary and non-literary texts.
			Spoken interaction	The student takes <b>no part</b> in conversations about familiar topics and activities.	The student takes <b>no part</b> in conversations and is <b>unable</b> to exchange information about familiar and more general topics.	The student <b>takes no part</b> in conversations about topics of general interest and current affairs and is <b>unable</b> to express personal opinions with reasonable fluency and spontaneity.

			Spoken Production	The student is <b>unable</b> to describe his/her personal world, with some reference to the past and future.	The student is <b>unable</b> to describe in a coherent way his/her experiences, hopes and plans and is <b>unable</b> to narrate a story or the plot of a book or film.	The student is <b>unable</b> to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is <b>unable</b> to give reasons and explanations for opinions and plans.
			Writing	The student is <b>unable</b> to write short simple messages, notes and letters about everyday matters.	The student is <b>unable</b> to write simple, coherent text on topics concerning everyday matters, experiences and opinion.	The student is <b>unable</b> to write texts, including letters, essays and reports which express points of view or impressions on a wide range of subjects
			Cultural Awareness	The student is <b>unable</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is <b>unable</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>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>does not know</b> and is <b>unable</b> to use basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>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</b> to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is <b>unable</b> to identify and apply a range of strategies for language learning and is <b>unable</b> to apply a range of basic study skills and tools to the learning of the target language.	The student is <b>unable</b> to choose effective strategies to organise his/her individual language learning and is <b>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</b> to take increasing responsibility for his/her own learning and is <b>unable</b> to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.