## Key features of ESL Scale 1

<table>
<thead>
<tr>
<th>GENRE:</th>
<th>Outcome 1.1</th>
</tr>
</thead>
</table>
| **Text in Context** | • understands that signs can give commands  
• copies very short, basic examples of English  
• participates in very basic formulaic spoken exchange |
| **Language** | • responds in basic spoken exchange involving one or two turns (makes a greeting and gives nonverbal response)  
• sequences pictures of a known text |

<table>
<thead>
<tr>
<th>FIELD:</th>
<th>Outcome 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text in Context</strong></td>
<td>• uses strictly limited range of concrete everyday vocabulary</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>• understands narrow range of actions verbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TENOR:</th>
<th>Outcome 1.3</th>
</tr>
</thead>
</table>
| **Text in Context** | • participates appropriately in classroom routines by copying others  
• uses single words and relies on actions to make meaning |
| **Language** | • responds appropriately non verbally when meaning is clear from immediate context  
• expresses statements, questions, offers, commands using key word and gesture only  
• chooses a few formulaic expressions |

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 1.4</th>
</tr>
</thead>
</table>
| **Text in Context** | • relies on gesture to convey meaning in spoken mode  
• begins to write by copying words or groups of words  
• understands the general purpose of a limited range of school-based environmental print |
| **Language** | • can say aloud one or two examples of environmental print  
• begins to identify beginning sounds in words  
• uses some conventions for printed English; writes predominantly from left to right |

---

## Key features of ESL Scale 2

| GENRE: | Outcome 2.1  
Interacts in highly routine exchanges and responds to, copies and collaboratively constructs a strictly limited range of written texts and a range of simple visual texts. |
|---|---|
| **Text in Context** | • understands some main ideas in a simple story read aloud  
• understands that signs and packaging can give commands and copies most basic examples  
• participates in basic highly formulaic spoken exchanges with memorised segments |
| **Language** | • responds in basic spoken exchange involving two or three turns (makes a greeting and responds)  
• draws pictures of the stages of a narrative; matches pictures and words of a procedure  
• uses one or two examples of pronoun reference |

| FIELD: | Outcome 2.2  
Understands and uses a strictly limited range of vocabulary and grammatical items, constructing personally relevant fields. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text in Context</strong></td>
<td>• uses mainly common sense, everyday vocabulary with isolated concrete technical vocabulary</td>
</tr>
</tbody>
</table>
| **Language** | • understands small range of common noun groups and action verbs  
• understands very basic phrases of location  
• uses basic grammatical items: a, on, in, my |

| TENOR: | Outcome 2.3  
Participates with limited accuracy yet appropriately in a strictly limited range of familiar, highly supportive contexts. |
|---|---|
| **Text in Context** | • participates appropriately in classroom routines  
• participates in basic routine spoken exchanges |
| **Language** | • responds appropriately to tone of voice and when key words are stressed  
• has a basic understanding of the grammar of statements, questions, offers, commands and expresses them in basic ways using key word, stress and gesture  
• chooses the most common formulaic expressions  
• pronounces most frequently used words and phrases comprehensibly |

| MODE: | Outcome 2.4  
Interacts in highly routine exchanges and responds to, copies and collaboratively constructs a strictly limited range of written texts and a range of simple visual texts. |
|---|---|
| **Text in Context** | • relies on gesture to convey more complex meanings in spoken mode  
• relies on visual images to convey more complex meanings in writing  
• begins to write by copying groups of words or phrases or simple sentences |
| **Language** | • can say aloud a few examples of environmental print  
• begins to identify most beginning and end sounds in words  
• uses some conventions for printed English: writes from left to right, top to bottom, some copied letters are identifiable |

---

Adapted from ESL Scope and Scales, available at http://www.sacsasa.edu.au/
## Key features of ESL Scale 3

| GENRE: | Outcome 3.1  
Interact in routine spoken exchanges with some tentative experimenting and, with support, responds to and constructs a limited range of written texts. |
| --- | --- |
| **Text in Context** | • understands main ideas and characters in a well illustrated story read aloud and enacts the main events  
• reads a small range of everyday and environmental texts and collaboratively constructs very brief examples of most familiar  
• participates in simple group activities based on shared texts  
• participates in short formulaic spoken exchanges and slightly longer spoken texts with memorised segments |
| **Language** | • demonstrates understanding of the structure of several basic genres  
• initiates spoken exchanges involving two or three turns (greeting, response, evaluation / close)  
• constructs elementary examples of basic genres with high degree of scaffolding: draw sequenced pictures with action verbs written alongside; label parts of body, write two or three things about themselves  
• uses basic pronouns |

| FIELD: | Outcome 3.2  
Understands and uses a very narrow range of common, everyday vocabulary constructing personally relevant fields, and uses isolated examples of concrete technical vocabulary. |
| --- | --- |
| **Text in Context** | • use vocabulary for colour, number, time, clothing, food, animals, animals, weather, science  
• chooses some concrete technical vocabulary |
| **Language** | • uses very basic phrases of location but understands a slightly wider range  
• identifies some familiar vocabulary in a variety of contexts  
• expands vocabulary by classifying animals and describing them according to size |

| TENOR: | Outcome 3.3  
Participates appropriately in a strictly limited range of familiar, highly supportive contexts, using with some accuracy a limited range of basic grammatical structures. |
| --- | --- |
| **Text in Context** | • chooses limited range of ways of expressing statements, questions, offers, commands, using predominantly modelled examples in familiar contexts  
• expresses statements and questions in basic ways  
• participates appropriately with increasingly more language |
| **Language** | • uses basic grammatical items: articles (a, the), prepositions (on, in), conjunctions (and), adverbs (very)  
• responds appropriately to intonation patterns of statements and questions and stress on key words  
• expresses statements, questions, offers, commands using two or three key words only and tone, intonation and actions and a limited range of yes / no questions  
• chooses a narrow range of socially appropriate formulaic expressions and some informal examples  
• uses a limited range of evaluative vocabulary |

| MODE: | Outcome 3.4  
Constructs a strictly limited range of spoken texts located in the immediate context, reads a limited range of texts supported by visuals and begins to write a strictly limited range of very brief texts collaboratively. |
| --- | --- |
| **Text in Context** | • chooses to use more language relative to the number of gestures and visual resources  
• organises meanings in brief written texts in a logical order, with intensive support for one or two genres  
• writes simple sentences and begins to rely less on copying texts |
| **Language** | • reads aloud the crucial parts of a range of environmental print  
• begins to identify beginning and end sounds in words  
• spells with some accuracy many common monosyllabic words and spells others based on the sounds in the word  
• chooses highly repetitive sentences beginnings  
• demonstrates limited control of the primary tenses |

# Key features of ESL Scale 4

<table>
<thead>
<tr>
<th>GENRE:</th>
<th>Outcome 4.1</th>
<th>Interacts in predominantly routine exchanges and constructs a limited range of texts.</th>
</tr>
</thead>
</table>
| **Text in Context** | • understands for several basic genres that they have different purposes  
• understands main ideas and characters in a short illustrated story read aloud  
• participates in short predictable spoken exchanges relying less on memorised segments  
• reads a small range of texts and collaboratively constructs very brief examples: very basic procedures, reports, descriptions, texts found in advertising and on packaging  
• organises the meanings in brief written texts in a logical order |
| **Language**    | • demonstrates understanding of the organisation and discriminating features of several basic genres: procedures, descriptive reports  
• constructs components of several basic genres with less dependence on scaffolding:  
  - spoken exchanges involving three or four turns  
  - procedures, reports  
• expands information using and, but  
• uses small range of reference items: possessive pronouns, third person pronouns and demonstrative pronouns |

<table>
<thead>
<tr>
<th>FIELD:</th>
<th>Outcome 4.2</th>
<th>Understands and uses a very narrow range of vocabulary constructing personally relevant fields, and uses isolated examples of technical vocabulary.</th>
</tr>
</thead>
</table>
| **Text in Context** | • uses vocabulary for topics such as transport and amenities  
• uses vocabulary that is mainly common sense and everyday but begins to use some technical vocabulary for personally relevant topics  
• demonstrates understanding of technical vocabulary when constructing a very narrow range of educational topics |
| **Language**    | • uses small range of phrases of time and location and understands a slightly wider range  
• expands vocabulary by exploring numbers (eight), describers (very pretty, good-looking), classifiers (oil heater), prepositions (on, under, in)  
• demonstrates understanding of technical and non technical vocabulary constructing a narrow range of educational fields |

<table>
<thead>
<tr>
<th>TENOR:</th>
<th>Outcome 4.3</th>
<th>Participates appropriately in a limited range of familiar, highly supportive contexts, using a limited range of basic grammatical structures with some accuracy.</th>
</tr>
</thead>
</table>
| **Text in Context** | • chooses narrow range of ways of expressing statements, questions, offers, commands, using predominantly modelled examples when communicating independently  
• follows instructions with less dependence on non-verbal elements and begins to give commands  
• begins to experiment with new expressions in familiar, supportive contexts |
| **Language**    | • uses a small range of basic grammatical items: articles (a, an, the), auxiliaries (do, does, is, was), prepositions (out, under), adverbs (so, much)  
• good understanding of typical intonation patterns of basic statements, questions and offers  
• understands a small range of yes / no questions and uses a narrow range  
• responds to commands with uncommon vocabulary  
• chooses a small range of socially appropriate formulaic expressions and begins to use colloquial forms  
• uses a narrow range of evaluative language |

## Key features of ESL Scale 4

| MODE: | Outcome 4.4  
Constructs a limited range of spoken texts located in the immediate context, reads a limited range of texts and begins to shape a strictly limited range of written texts. |
|---|---|
| **Text in Context** | • participates confidently and appropriately in face to face interactions  
• chooses with increasing confidence to use more language relative to the number of actions, illustrations  
• reads with some success a small range of texts constructing basic technical topics  
• begins to write and draw a small range of basic examples of texts on technical fields  
• writes very brief examples of everyday texts |
| **Language** | • reads along with simple text read aloud  
• chooses repetitive beginnings of sentences  
• demonstrates some control of primary tenses and their formation for common regular verbs but a strictly limited control of secondary tenses  
• spells accurately most common monosyllabic words and spells others based on own pronunciation  
• experiments with punctuation |

---

Adapted from ESL Scope and Scales, available at http://www.sacsar.edu.au/
## Key features of ESL Scale 5

| GENRE: | Outcome 5.1  
Communicates in a narrow range of situations, constructing very brief texts. |
|--------|--------------------------------------------------------------------------------------------------|
| Text in Context | • begins to identify independently the purposes and common features of elementary genres  
• participates in short predictable spoken exchanges  
• begins to construct independently very brief recounts, descriptions and procedures  
• reads a range of everyday texts and writes very brief examples of the most familiar: advertising posters  
• reads clearly illustrated sequential explanations and draws short examples with simple labelling |
| Language | • demonstrates understanding of the organisation and discriminating features of a greater range of basic genres: narratives, recounts, procedures, reports  
• constructs elementary examples of logically organised genres with little dependence on scaffolding: uses proforms with some confidence  
• expands information using linking conjunctions - and, then, but, or so; binding conjunctions - because  
• uses small range of reference items (definite article and pronouns) accurately most of the time in spoken texts and with some accuracy in short written texts |

| FIELD: | Outcome 5.2  
Understands and uses a small range of vocabulary and grammatical items to form basic word groups and phrases constructing personally relevant fields, and uses a limited range of technical vocabulary. |
|--------|--------------------------------------------------------------------------------------------------|
| Text in Context | • uses confidently a small range of commonsense, vocabulary  
• uses vocabulary that is developing knowledge of the community and other personally relevant topics such as leisure activities  
• uses with some confidence a limited range of technical vocabulary when constructing increasingly complex personally relevant topics  
• demonstrates understanding of technical vocabulary when constructing a narrow range of educational topics |
| Language | • uses small range of phrases of location and understands wider range including how something happened  
• expands vocabulary by exploring numbers (first, a half of), descriptors (big, bright), classifiers (mountain bike), prepositions (beside, by)  
• uses a small range of comparatives of one syllable adjectives |

| TENOR: | Outcome 5.3  
Participates appropriately in a narrow range of familiar, supportive contexts, using with some accuracy a narrow range of basic grammatical structures. |
|--------|--------------------------------------------------------------------------------------------------|
| Text in Context | • participates in classroom discourse conventions: raising hand, takes turn, speaks at appropriate volume  
• chooses independently a narrow range of basic ways of expressing statements, questions, offers, commands and uses them with some accuracy  
• follows instructions with little dependence on non-verbal elements gives commands appropriately  
• experiments with some confidence with new expressions in familiar, supportive contexts, especially to play with language |
| Language | • understands a wide range of commands  
• good awareness of intonation patterns of basic spoken statements, questions and offers  
• chooses formulaic polite expressions appropriately  
• uses a small range of evaluative vocabulary to express feelings and attitudes  
• plays with language in elementary ways for humorous effects  
• uses a range of grammatical items: auxiliaries (did, can, will), prepositions (out, under, above, between), adverbs (really, many) |

---

## Key features of ESL Scale 5

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 5.4 Constructs a narrow range of spoken texts located in the immediate context and begins to construct very brief texts (spoken, written and visual) in the immediate context.</th>
</tr>
</thead>
</table>
| **Text in Context** | - begins to communicate appropriately some of the time when the situation involves another medium  
  - reads with some confidence a wide range of visual texts and begins to draw a small range of examples  
  - chooses simple sentence beginnings and, with support, an occasional phrase of time or place at the beginning of recounts or narratives  
  - identifies the patterns in what is placed at the front in a genre and demonstrates a limited understanding that various grammatical elements can be foregrounded |
| **Language** | - reads aloud own or collaboratively constructed writing and begins to read others’ texts with some confidence  
  - chooses very short basic phrases of time and place at the beginning of recounts or narratives and action verbs at the beginning of the steps in procedures  
  - demonstrates control of primary tenses and their formation for the most common regular verbs but inconsistent control of secondary tenses  
  - spells accurately common words learned in the classroom and spells others based on their own pronunciation or other patterns  
  - writes so that texts are generally legible and demonstrates understanding of basic punctuation |

# Key features of ESL Scale 6

## GENRE: Outcome 6.1
Communicates in a small range of contexts, constructing brief texts and showing some ability to reflect on genres in a very elementary way.

<table>
<thead>
<tr>
<th>Text in Context</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• begins to reflect on the purposes, structure and common features of a small range of elementary genres</td>
<td></td>
</tr>
<tr>
<td>• participates in casual conversation about familiar topics with familiar people</td>
<td></td>
</tr>
<tr>
<td>• constructs collaboratively short oral and written texts</td>
<td></td>
</tr>
<tr>
<td>• organises with some confidence brief written texts in a logical order</td>
<td></td>
</tr>
<tr>
<td>• begins to independently construct very brief examples of elementary genres</td>
<td></td>
</tr>
<tr>
<td>• reads longer clearly illustrated sequential explanations and begins to write and draw brief examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>• identifies a range of discriminating features of a small range of elementary genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>• uses a limited range of significant language features that organise a text</td>
<td></td>
</tr>
<tr>
<td>• expands information using linking conjunctions - and, then, but, or so; binding conjunctions – because, when, before, after</td>
<td></td>
</tr>
<tr>
<td>• uses a range of reference items (definite article and pronouns) accurately most of the time in spoken texts and written texts</td>
<td></td>
</tr>
</tbody>
</table>

## FIELD: Outcome 6.2
Understands and uses a wide range of vocabulary and grammatical items to form short word groups and phrases constructing fields beyond the personally relevant, and uses a narrow range of technical vocabulary.

<table>
<thead>
<tr>
<th>Text in Context</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• uses commonsense everyday vocabulary confidently with peers</td>
<td></td>
</tr>
<tr>
<td>• uses with some confidence a narrow range of vocabulary that develops their knowledge of the community and other personally relevant topics</td>
<td></td>
</tr>
<tr>
<td>• begins to use a limited range of technical vocabulary constructing a small range of educational fields</td>
<td></td>
</tr>
<tr>
<td>• demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>• uses a small range of vocabulary expressing actions, feelings and attitudes, phrases giving circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>• expands short noun groups using numbers (a quarter of), describers (big, beautiful), classifiers (state government), short prepositional phrases as qualifiers</td>
<td></td>
</tr>
<tr>
<td>• uses a range of comparative of regular two syllable adjectives ending in y and chooses isolated three syllable and irregular examples</td>
<td></td>
</tr>
<tr>
<td>• uses a narrow range of technical vocabulary</td>
<td></td>
</tr>
<tr>
<td>• uses a limited range of common nominalisations</td>
<td></td>
</tr>
<tr>
<td>• begins to use simple direct speech and the simplest reported speech</td>
<td></td>
</tr>
</tbody>
</table>
| TENOR: | Outcome 6.3  
Recognises that communication varies according to context and participates appropriately in a narrow range of familiar, supportive contexts using with some accuracy a small range of basic grammatical structures. |
| --- | --- |
| **Text in Context** | • participates appropriately in classroom conventions: stands to present views and responds appropriately to views different from own  
• demonstrates a basic understanding of variation according to context: reflects with increased confidence on the language choices appropriate in a letter to a friend or when speaking to a younger child  
• maintains the appropriate degree of formality in a limited range of more formal less supportive contexts  
• begins to explore critically how interpersonal meanings can be made in different situations |
| **Language** | • recognises a variety of statements, questions, offers and commands  
• uses appropriate intonation patterns of basic statements, questions and offers when speaking and reading aloud, drawing on knowledge of punctuation marks  
• uses a range of evaluative language to express feelings and attitudes  
• explores how vocabulary is linked to the tenor of a context plays with language in a narrow range of ways for humorous effects  
• understands a small range of language elements expressing certainty and obligation and uses appropriately a limited range |

| MODE: | Outcome 6.4  
Identifies and compares in elementary ways, the features of spoken, written and visual texts, and constructs a narrow range of brief written and visual texts that generally unfold coherently through their simplicity. |
| --- | --- |
| **Text in Context** | • communicates appropriately some of the time using various media  
• reads with confidence a range of handwritten texts  
• identifies the patterns in what is placed at the front in a genre and demonstrates an elementary understanding of which grammatical elements can be foregrounded in a given genre  
• identifies and discusses in elementary ways the meanings made in a range of multimodal texts |
| **Language** | • reads texts with different handwriting, font and case and basic dialogue appropriately  
• chooses short, basic phrases of time and place at the beginning of recounts or narratives  
• demonstrates control of primary tenses and past tense form of most common irregular verbs and begins to gain control of secondary tenses  
• spells with greater accuracy most words learned in the classroom and spells others based less on their own pronunciation and more on visual patterns  
• writes so that texts are clearly legible |

# Key features of ESL Scale 7

| GENRE: | Outcome 7.1  
Communicates in a range of social situations and a narrow range of educational genres, and reflects on these in an elementary way. |
|---|---|
| **Text in Context** | - begins to reflect on the purposes, structure and common features of a range of elementary genres  
  - participates with some confidence in casual conversation about familiar topics with familiar people  
  - constructs with some confidence oral and written examples of elementary genres having a number of stages or a series of events  
  - reads longer, more complex illustrated sequential explanations and begins to write and draw brief examples with confidence  
  - constructs brief oral and written arguments  
  - organises the meanings in short, simple paragraphs  
  - writes simple, repetitive poems based less on modelled language |
| **Language** | - identifies a wide range of discriminating features of elementary features, such as action verbs in narratives and reports  
  - identifies and uses a limited range of significant linguistic features that organise a text  
  - expands information using linking conjunctions - and, but, or, so and then; binding conjunctions – if, when, after  
  - understands and uses a range of reference items accurately most of the time in spoken texts and reads reference items accurately in longer texts |
| FIELD: | Outcome 7.2  
Understands and uses common vocabulary that constructs everyday, non-technical fields and has a tentative control of a narrow range of technical fields. |
| **Text in Context** | - communicates confidently with peers in informal contexts about a range of personally relevant topics  
  - demonstrates a limited understanding of vocabulary that develops their knowledge beyond personal and school experiences  
  - begins to use a narrow range of technical vocabulary constructing a range of educational fields  
  - demonstrates understanding of more than one meaning of a wide range of familiar words  
  - uses English student dictionaries and begins to use a thesaurus |
| **Language** | - uses a range of vocabulary expressing actions, participants within noun groups and phrases giving circumstances  
  - constructs noun groups using a narrow range of describers (new man) classifiers (new security man) and short prepositional phrases as qualifiers  
  - uses a wide range of comparatives of regular two syllable adjectives ending in y, a small range of three syllable examples and irregular examples  
  - uses a small range of common technical vocabulary  
  - understands and uses a narrow range of common nominalisations  
  - uses with some accuracy, simple direct and reported speech  
  - understands the idea of acronyms such as Qantas |
| TENOR: | Outcome 7.3  
Participates with some measure of confidence and critical awareness in a small range of familiar contexts, using a small range of grammatical structures accurately. |
| **Text in Context** | - begins to take on the role of welcoming, introducing and thanking speakers and reads aloud simple, formal language  
  - chooses and uses accurately a small range of basic ways of expressing questions, offers and commands  
  - understands and uses a range of language elements that express modality appropriately in a narrow range of formal and informal situations  
  - begins to use a strictly limited range of idioms with some confidence  
  - demonstrates with increased confidence a critical awareness of variation according to context. |
| **Language** | - experiments with how meanings are varied by changing intonation, meaning and volume when reading aloud  
  - uses a range of yes/no questions and wh-questions (Who did you go on the boat with?) with some accuracy  
  - chooses with some accuracy elementary expressions of modality such as could, may perhaps |

- begins to understand how vocabulary choice is linked to context, such as abdomen, stomach, tummy, belly
- chooses a strictly limited range of colloquial and idiomatic language
- plays with the language in a small range of ways for humorous effect
- uses a small range of evaluative vocabulary to express feelings and attitudes

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 7.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies and compares in elementary ways the features of spoken, written and visual texts and constructs a small range of short written and visual texts that unfold coherently through their simplicity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text in Context</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identifies what is placed at the front or foregrounded in a genre and begins to use foregrounding independently and appropriately in a limited way</td>
</tr>
<tr>
<td></td>
<td>• communicates appropriately some of the time using another medium such as a telephone</td>
</tr>
<tr>
<td></td>
<td>• identifies and discusses in elementary ways the meanings made in a range of multimodal texts, discussing for example the links between illustrations and verbal texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• begins to use phrases of time at the beginning of recounts, actions at the beginning of procedures and personal pronouns in practical reports</td>
</tr>
<tr>
<td></td>
<td>• demonstrates understanding of spoken language being presented in texts as quoted or reported speech</td>
</tr>
<tr>
<td></td>
<td>• shows control of primary tenses and past tense of the most common irregular verbs</td>
</tr>
<tr>
<td></td>
<td>• spells accurately most words learned in the classroom and uses a range of strategies such as visual pattern and word lists</td>
</tr>
<tr>
<td></td>
<td>• demonstrates understanding of the common punctuation marks</td>
</tr>
</tbody>
</table>

Adapted from ESL Scope and Scales, available at http://www.sacs.as.edu.au/
### Key features of ESL Scale 8

| GENRE: | Outcome 8.1  
| Communicates in a wide range of social genres and a narrow range of educational genres, and reflects on these in an elementary way. |
|---|---|
| Text in Context | • reflects with support on the purposes, structure and common features of a range of elementary genres  
• participates with greater confidence in casual conversations about familiar topics with familiar people  
• constructs oral and written examples of the elementary genres having a number of stages or series of events  
• reads long sequential explanations such as life-cycles and writes and draws simple examples with confidence  
• constructs oral and written recounts, short oral and written narratives, summaries and arguments  
• independently constructs story genres with a storyline and events related to the resolution of a problem |
| Language | • identifies and uses a limited range of features that organise a text, such as sub headings in a report  
• identifies clauses and expands the information in a text by joining the clauses using common binding conjunctions such as because, if, since, when and a small range of relative pronouns  
• uses a range of reference items appropriately and accurately most of the time in spoken and short written texts  
• reads reference items accurately in longer texts |

| FIELD: | Outcome 8.2  
| Understands and uses common vocabulary that constructs everyday, non-technical fields of personal and community interest and has a tentative control of a small range of technical fields. |
|---|---|
| Text in Context | • communicates confidently about familiar fields with peers informal contexts, remaining unsure of some field-specific vocabulary  
• demonstrates a tentative control of vocabulary beyond personal and school experiences  
• chooses appropriately from a narrow range of vocabulary to make delicate meanings  
• writes and retells simple descriptive texts  
• chooses to use direct or reported speech appropriately  
• use a thesaurus with some confidence |
| Language | • uses a range of vocabulary patterns for a range of writing genres from recounts to reports  
• uses slightly more varied vocabulary such as verbs expressing mental process, noun groups with classifiers and describers  
• understands a range of common nominalisations  
• uses a range of common technical vocabulary  
• identifies key vocabulary in spoken, written and simple visual texts to construct a simple summary  
• uses direct speech and simple reported speech with a greater degree of accuracy |

# Key features of ESL Scale 8

| TENOR: | Outcome 8.3  
Participates with increasing confidence and critical awareness in a range of familiar contexts using a wider range of basic grammatical structures accurately and begins to participate appropriately in a narrow range of more formal contexts. |
| Text in Context | - begins to understand more clearly how interpersonal meanings can be made in varying ways, for example adjusts speaking to communicate with a known adult on a serious matter  
- invites, welcomes, introduces and thanks visiting speakers appropriately, relying heavily on collaboratively constructed models of formal oral language  
- chooses a small range of language expressing modality (degrees of certainty or obligation) when responding to a point of view in informal contexts  
- begins to use with some confidence a limited range of common colloquialisms or idioms  
- demonstrates critical awareness by identifying and reflecting with increased confidence on the appropriateness of linguistic choices  
- identifies stereotypes in television commercials |
| Language | - begins to understand appropriate choice of questions and commands and language expressing modality when considering classroom and school behaviour, using ‘Could you come over here please’ instead of ‘Come here’ with known adults  
- uses simple forms of modality with varying degrees of accuracy such as should, could, just, only  
- chooses with some confidence vocabulary appropriate for the tenor of the context  
- begins to understand how meanings are varied by changing intonation, tone, volume and emphasis when speaking and reading aloud  
- uses a range of evaluative vocabulary to express feelings and attitudes |

| MODE: | Outcome 8.4  
Identifies and compares the major features of spoken, written and visual texts, and constructs a range of short spoken and written texts that unfold coherently most of the time. |
| Text in Context | - discusses and understands the patterns in what is foregrounded in a genre and uses this understanding most of the time  
- communicates simple, appropriately and accurately in general when using another medium such as a telephone  
- identifies and discusses with slightly more confidence in elementary ways the meanings made in a range of multimodal texts, such as in discussing made in a pie graph  
- demonstrates a tentative critical understanding of a range of multimodal texts, discussing the relationship between a visual texts and the accompanying verbal text |
| Language | - organises texts in simple logically ordered paragraphs with a topic sentence for each one  
- foregrounds simple repetitive patterns most of the time, ‘draw the eyes’, with a fine brush, draw the eyes’ or ‘the leaf was put in the sun  
- demonstrates limited control with support of punctuation marks beyond the most basic, such as speech marks, commas and apostrophes |

### Key features of ESL Scale 9

| GENRE: | Outcome 9.1  
|Communicates in a wide range of social situations and small range of educational genres and reflects on these in an informed way. |

#### Text in Context
- reflects on purpose, structure and common features of personal and biographical recounts, narratives, procedures, descriptive reports, explanations, arguments and summaries
- constructs elementary genres with number of stages or series of events: explanations, short factual texts, arguments, story genres

#### Language
- foregrounds time and place in recounts; time, place and manner in procedures
- uses subheadings in a report
- uses a new line to indicate change of speaker in dialogue
- uses a wide range of binding conjunctions to form complex sentences
- uses a small range of relative pronouns
- uses narrow range of conjunctions to join sentences or paragraphs
- uses reference items appropriately in longer, more complex factual genres
- uses a small range of synonyms and antonyms

| FIELD: | Outcome 9.2  
|Understands and uses common vocabulary that constructs everyday, non-technical fields and is developing tentative control of technical fields. |

#### Text in Context
- communicates confidently about familiar fields
- demonstrates greater understanding of vocabulary beyond immediate personal and school experiences
- able to make more delicate meaning from a small range of vocabulary
- constructs simple descriptive texts about less familiar topics
- demonstrates understanding of other perspectives and ideas when arguing

#### Language
- uses verbs expressing mental processes
- extends noun groups
- uses phrases expressing the means used in an action
- expands noun groups by using a more delicate choice of describer, classifier and qualifier
- identifies key vocabulary in unfamiliar texts, able to construct simple summary
- understands a wide range of nominalisations and uses a small range
- uses direct speech and simple reported speech with a good degree of accuracy

| TENOR: | Outcome 9.3  
|Constructs spoken and written texts confidently in a small range of contexts, particularly familiar contexts, and is developing control in a small range of more formal contexts. |

#### Text in Context
- uses a wider range of language choices for invitations, welcomes, introductions and thanking guest speakers
- relies on collaboratively constructed models for formal language
- uses a wide range of language elements when expressing a point of view
- maintains appropriate tenor in short written or spoken factual texts
- begins to use with some confidence a narrow range of common colloquialisms or idioms
- able to adjust speaking to communicate with unfamiliar adults in a formal context
- discusses in simple ways and for a narrow range of texts how visual images and language construct stereotypes, bias and prejudice
- reflects in more explicit ways on the choice of non verbal resources

#### Language
- uses a wider range of language expressing modality when interacting with peers and known adults with a greater degree of success
- uses a range of simple forms of language expressing modality in more formal contexts, with a greater degree of accuracy
- begins to reflect critically on appropriate choice of commands and language expressing modality
- chooses confidently from a range of synonyms to maintain appropriate tenor
- chooses a narrow range of colloquialisms and idioms
- understands how meanings are varied by changing intonation, tone, volume and emphasis in a narrow range of texts
- stresses the appropriate syllable in words

---

### Key features of ESL Scale 9

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 9.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies and compares with some confidence a range of features of spoken, written and visual texts, and generally constructs a range of short coherent texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text in Context</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identifies the patterns in what is foregrounded in a genre</td>
</tr>
<tr>
<td></td>
<td>• uses a small range of alternative language elements to foreground in a narrow range of genres</td>
</tr>
<tr>
<td></td>
<td>• communicates more confidently with other media for a simple text given support and time to plan</td>
</tr>
<tr>
<td></td>
<td>• identifies and discusses with some confidence meanings made in a range of multimodal texts</td>
</tr>
<tr>
<td></td>
<td>• demonstrates a tentative critical understanding of cultural references</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• foregrounds less simple, repetitive patterns</td>
</tr>
<tr>
<td></td>
<td>• foregrounds phrases of time and place on more than one occasion in a recount</td>
</tr>
<tr>
<td></td>
<td>• foregrounds not only the topic in a report</td>
</tr>
<tr>
<td></td>
<td>• foregrounds with some confidence non-human elements in factual genres</td>
</tr>
<tr>
<td></td>
<td>• understands that changes in grammar may be required when changing what is foregrounded</td>
</tr>
<tr>
<td></td>
<td>• organises texts in longer, logically ordered paragraphs</td>
</tr>
<tr>
<td></td>
<td>• foregrounds appropriately in independent constructions of explanations and arguments</td>
</tr>
<tr>
<td></td>
<td>• demonstrates developing control, with support, of links between intonation patterns and punctuation</td>
</tr>
</tbody>
</table>

---

## Key features of ESL Scale 10

| GENRE: | Outcome 10.1  
Communicates in a wide range of social situations and a range of factual and literary genres and reflects on these in an elementary way. |
|---|---|
| **Text in Context** | • demonstrates understanding of link between purpose, structure and major language features of factual genres  
• constructs longer, more complex factual genres: arguments, recounts, explanations  
• constructs simple multimodal texts: webpage  
• constructs longer story genres  
• awareness of variations in story genres: evaluation and coda stages in narratives  
• compares folk tales with Dreaming stories |
| **Language** | • uses alternative grammatical elements to avoid repetitiveness  
• begins to use rhetorical questions in oral arguments  
• forms complex sentences using wider range of binding conjunctions  
• uses relative pronouns with greater choice and accuracy  
• uses a wider range of conjunctions to join sentences or paragraphs  
• uses small sets of synonyms and antonyms  
• chooses a wider range of vocabulary based on composition  
• chooses a wider range of vocabulary based on classification |

| FIELD: | Outcome 10.2  
Understands and uses a range of vocabulary that constructs everyday, non-technical fields and is developing greater control of technical fields. |
|---|---|
| **Text in Context** | • communicates confidently about less familiar fields  
• maintains a consistent level of technicality, clumsy at times, using a wider range of vocabulary  
• begins to tell and write more elaborate and complex narrative texts  
• begins to incorporate other perspectives and ideas in arguments  
• deals with poems, allegories, legends and newspaper articles mainly at literal level |
| **Language** | • begins to make more delicate choices in using verbs expressing action processes  
• begins to make more delicate choices in noun groups expressing the participants  
• uses phrases expressing the manner of an action  
• expands noun groups by using more delicate choices of describers, classifiers and qualifiers  
• chooses from a wider range of vocabulary to recount, summarise or paraphrase  
• uses technical and everyday meanings of a small range of common words  
• uses a small range of technical nominalisations  
• uses direct and reported speech confidently and accurately |

| TENOR: | Outcome 10.3  
Constructs texts confidently in a range of contexts, particularly familiar ones, is developing control in a range of more formal contexts and begins to reflect critically on the texts and contexts. |
|---|---|
| **Text in Context** | • interacts confidently in casual conversation in a wide range of situations  
• understands more clearly how the same language choices vary interpersonally depending on the situation  
• chooses language beyond narrow formulaic models for more formal contexts  
• expresses an opinion appropriately  
• begins to speak or write from another point of view  
• maintains the appropriate tenor in longer texts  
• uses with some confidence a small range of common colloquialisms and idioms  
• discuss in simple ways and for a small range of texts how visual images and language construct stereotypes, bias and prejudice |
| **Language** | • begins to reflect critically on interpersonal choices, being assertive rather than aggressive  
• aware that the degree of obligation depends on who says it to whom  
• uses a range of simple forms of language expressing modality with a greater degree of accuracy  
• chooses more delicately from a range of synonyms appropriate to the tenor of the context  
• begins to identify how meanings can be made either subjectively or objectively  
• identifies and uses variation in intonation, tone, volume, pacing and emphasis  
• pronounces most known words accurately and stresses appropriate syllable  
• can predict quite accurately how unfamiliar words are pronounced |

<table>
<thead>
<tr>
<th>MODE</th>
<th>Outcome 10.4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies and discusses confidently and critically a range of features of texts, and constructs a wide range of short coherent texts.</td>
<td></td>
</tr>
<tr>
<td>Text in Context</td>
<td>• begins to have control over what is foregrounded in a genre, and organises text accordingly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• constructs longer and more complex texts using other media, still requiring scaffolding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifies and discusses with some confidence meanings made in a range of multimodal texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• demonstrates a critical understanding of a narrow range of cultural references in multimodal texts</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• foregrounds simple phrases of manner, place or time in genres such as procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• foregrounds simple dependent clauses in narratives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• begins to foreground causal elements in explanations and discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• foregrounds confidently non-human elements in factual genres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• organises with some confidence in increasingly complex, logically ordered paragraphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• chooses correct grammar most of the time when what is foregrounded requires it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• understands better the relationship between intonation and punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• uses commas appropriately some of the time</td>
<td></td>
</tr>
</tbody>
</table>

### Key features of ESL Scale 11

#### GENRE:

**Outcome 11.1**

Communicates confidently in a range of social situations and a wide range of factual and literary genres and reflects on these in a more informed way.

<table>
<thead>
<tr>
<th>Text in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrates a good understanding of link between purpose, structure and major language features of factual genres</td>
</tr>
<tr>
<td>• constructs a wide range of factual genres expected in the various learning areas</td>
</tr>
<tr>
<td>• analyses and combines information from more than one source in constructing well organised, longer and complex examples of factual genres</td>
</tr>
<tr>
<td>• begins to use variations in story genres</td>
</tr>
<tr>
<td>• incorporates evaluation and flashback in narratives</td>
</tr>
<tr>
<td>• constructs poetry and dialogue more independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• foregrounds phrases and dependent clauses in a range of genres</td>
</tr>
<tr>
<td>• uses diagrams, pictures, headings and subheadings in reports</td>
</tr>
<tr>
<td>• uses a small range of alternatives to conjunctions to organise formal oral and written texts</td>
</tr>
<tr>
<td>• uses rhetorical questions in an argument</td>
</tr>
<tr>
<td>• forms complex sentences using the range of binding conjunctions</td>
</tr>
<tr>
<td>• uses relative pronouns confidently and accurately</td>
</tr>
<tr>
<td>• uses confidently conjunctions to join sentences or paragraphs</td>
</tr>
<tr>
<td>• uses with some confidence text reference items</td>
</tr>
<tr>
<td>• chooses from a wider range of synonyms</td>
</tr>
<tr>
<td>• chooses from a wider range of antonyms</td>
</tr>
<tr>
<td>• chooses a wider range of vocabulary based on composition</td>
</tr>
<tr>
<td>• chooses a wider range of vocabulary based on classification</td>
</tr>
</tbody>
</table>

#### FIELD:

**Outcome 11.2**

Understands and uses a wide range of vocabulary that constructs everyday, non-technical fields and has developed greater control of a small range of technical fields.

<table>
<thead>
<tr>
<th>Text in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>• communicates with increasing confidence about a wider range of fields, both technical and non-technical</td>
</tr>
<tr>
<td>• maintains a consistent level of technicality by choosing from a wider range of vocabulary</td>
</tr>
<tr>
<td>• incorporates with some confidence other perspectives and ideas in arguments</td>
</tr>
<tr>
<td>• begins to construct more confidently narrative texts which construct a more elaborate and complex world</td>
</tr>
<tr>
<td>• understands a narrow range of texts making meanings beyond a literal level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• makes more delicate choices of verbs expressing action processes</td>
</tr>
<tr>
<td>• makes more delicate choices in noun groups expressing the participants</td>
</tr>
<tr>
<td>• uses phrases expressing the manner of an action</td>
</tr>
<tr>
<td>• expands noun groups by using more delicate choices of describers, classifiers and qualifiers</td>
</tr>
<tr>
<td>• constructs technical fields by using technical verbs expressing action processes</td>
</tr>
<tr>
<td>• constructs technical fields by using technical noun groups expressing the participants</td>
</tr>
<tr>
<td>• uses technical phrases expressing the cause of an action</td>
</tr>
<tr>
<td>• chooses from a wider range of vocabulary to recount, summarise or paraphrase</td>
</tr>
<tr>
<td>• uses with some confidence the varied technical and everyday meanings of a range of common words</td>
</tr>
<tr>
<td>• uses with accuracy verbs expressing cause</td>
</tr>
</tbody>
</table>

---

**Key features of ESL Scale 11**

<table>
<thead>
<tr>
<th>TENOR:</th>
<th>Outcome 11.3</th>
<th>Constructs texts confidently in familiar contexts, has increased control in a range of more formal contexts and reflects critically with some confidence on the texts and contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text in Context</td>
<td>• chooses with some confidence a wider range of expressions, beyond the formulaic, for more formal contexts • expresses own viewpoint • speaks or writes with limited confidence from another’s viewpoint • maintains the appropriate tenor in informal and a range of more formal contexts • uses with some confidence a range of common colloquialisms or idioms • reflects critically, with some confidence and for a small range of texts, on how visual images and language construct stereotypes, bias and prejudice</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• reflects critically, with some confidence, on interpersonal choices, taking into account body language, tone and volume • understands that the degree of obligation depends on who says it to whom • uses a greater range of simple forms of modality • chooses with greater confidence, with known people, a small range of more indirect language • chooses more delicately from a range of synonyms appropriate to the tenor of the context • begins to identify how meanings can be made either subjectively or objectively • begins to use subjective and simple objective expressions of modality • identifies and uses intonation, tone, volume, pacing and emphasis accurately and appropriately most of the time • pronounces most known words clearly and stresses the appropriate syllable • can predict how unfamiliar words are pronounced</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 11.4</th>
<th>Identifies and discusses critically and technically the major features of a range of texts, and constructs a range of longer coherent texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text in Context</td>
<td>• understands clearly that what is foregrounded in a genre is meaningful, and organises text accordingly • uses more complex language elements to foreground in a small range of genres • constructs longer and more complex texts using other media • identifies and discusses critically and technically with some confidence the meanings made in a small range of multimodal texts</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>• foregrounds phrases of manner in procedures • foregrounds phrases of place or time in narratives • uses dependent clauses or phrases of cause • foregrounds appropriately in explanations and taxonomic reports • foregrounds confidently generalised noun groups in factual genres: explanations, arguments and reports • constructs more complex topic sentences and introduction in arguments and discussions • begins to use rhetorical questions in written texts • demonstrates with support greater control of speech marks, commas and apostrophes for basic contractions and possession</td>
<td></td>
</tr>
</tbody>
</table>
### Key features of ESL Scale 12

| GENRE: | Outcome 12.1  
Communicates confidently in a range of social situations and a wide range of genres, including elementary macro genres, and reflects on these critically and technically. |
|---|---|
| Text in Context | - reflects with some confidence on the purpose, structure and major language features of a wide range of genres  
- identifies the overall purpose of elementary macro-genres  
- constructs well-staged longer and complex examples of factual genres, analysing and combining information from more than one source  
- constructs longer oral and written arguments, supported by more than basic evidence  
- writes and illustrates causal explanations  
- constructs longer examples of the story genres  
- identifies and uses variations of the structure of a narrative  
- constructs basic examples of literary forms (poetry, dialogue) independently  
- compares key features of multimodal story genres from different cultures |
| Language | - foregrounds a range of phrases and dependent clauses in a range of genres  
- uses a wider range of alternatives to conjunctions  
- uses rhetorical questions in an argument  
- constructs well-formed complex sentences using the range of binding conjunctions confidently and accurately  
- constructs well-formed complex sentences using relative clauses confidently and accurately  
- uses confidently and accurately conjunctions to join sentences or paragraphs  
- uses test reference items confidently most of the time  
- uses complex taxonomies based on composition  
- uses complex taxonomies based on classification |

| FIELD: | Outcome 12.2  
Understands and uses a wide range of vocabulary that constructs everyday fields, increasingly those used in diverse specialised situations, and has developed greater control of a range of complex technical fields. |
|---|---|
| Text in Context | - communicates confidently about a wider range of technical and non-technical topics, in supportive informal contexts  
- maintains a consistent level of technicality and requires less support for highly technical vocabulary  
- includes other perspectives and ideas more confidently in constructing expository texts  
- constructs a more elaborate and complex world when responding to and constructing literary texts  
- understands meanings beyond a literal level in a small range of texts |
| Language | - makes more delicate choices of verbs expressing action processes  
- makes more delicate choices in noun groups expressing the participants  
- uses phrases expressing the manner of an action  
- expands noun groups by using accurately a wide range of describers, classifiers and qualifiers  
- begins to explore possible variations in the order of noun groups in narratives  
- constructs technical fields by using more specific technical verbs expressing action processes  
- constructs technical fields by using more specific technical noun groups expressing the participants  
- uses more specific technical phrases expressing the cause of an action  
- uses with some confidence the various specific and technical meanings of a range of common words  
- uses a range of increasingly abstract and technical nominalisations  
- uses with accuracy a greater range of verbs and nouns expressing cause |

### Key features of ESL Scale 12

<table>
<thead>
<tr>
<th>TENOR:</th>
<th>Outcome 12.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs texts confidently in familiar contexts, shows increased control in a range of more formal contexts, and reflects critically and confidently on the texts and contexts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text in Context</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>- speaks confidently when introducing people</td>
<td>- reflects critically, with confidence, on interpersonal choices, taking into account body language, tone and volume</td>
</tr>
<tr>
<td>- expresses own viewpoint</td>
<td>- uses a small range of complex forms of language expressing modality</td>
</tr>
<tr>
<td>- speaks or writes with limited confidence from the viewpoint of another</td>
<td>- combines language elements that express modality</td>
</tr>
<tr>
<td>- maintains language appropriate to the tenor in a range of more formal contexts</td>
<td>- chooses, with increasing confidence, a range of more indirect language when interacting in informal situations</td>
</tr>
<tr>
<td>- uses confidently a range of common colloquialisms, idioms and isolated examples of euphemisms</td>
<td>- chooses more delicately from a wide range of synonyms appropriate to the tenor of the context</td>
</tr>
<tr>
<td>- discusses critically, with increasing confidence and for a range of texts, how visual images and language construct stereotypes, bias and prejudice</td>
<td>- chooses a range of colloquialisms and idioms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MODE:</th>
<th>Outcome 12.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses critically and technically the major features of a range of longer, coherent texts, and constructs a wide range of longer coherent texts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text in Context</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>- confidently understands that genres have typical patterns of what is foregrounded and organises text accordingly</td>
<td>- foregrounds consecutive phrases of place or time</td>
</tr>
<tr>
<td>- identifies, reflects and chooses from a range of more complex elements to foreground in a range of genres</td>
<td>- foregrounds dependent clauses or phrases of cause</td>
</tr>
<tr>
<td>- constructs longer and more complex texts using other media</td>
<td>- foregrounds with some confidence generalised or abstract noun groups in factual genres</td>
</tr>
<tr>
<td>- identifies and discusses critically and technically with increasing confidence the meanings made in a small range of multimodal texts</td>
<td>- constructs more complex introduction and topic sentences to clearly predict content of whole text and paragraph respectively</td>
</tr>
</tbody>
</table>

# Key features of ESL Scale 13

| GENRE: | Outcome 13.1  
Communicates confidently in a range of social situations and a wide range of genres, including longer macro-genres, and reflects on these critically and technically. |
| --- | --- |
| Text in Context | • reflects with greater confidence on the purpose, structure and major language features of a wide range of genres  
• constructs well-staged longer, cohesive texts by analysing and combining information from several sources and beginning to acknowledge those sources  
• constructs with some confidence longer oral and written arguments where the texts are supported with evidence, sustained and concluded  
• constructs longer examples of the story genres and uses variations with greater confidence  
• constructs independently quite complex examples of multimodal story genres  
• compares a range of features of multimodal story genres from different cultures |
| Language | • foregrounds abstractions  
• uses noun groups as headings and sub-headings  
• considers font, size and indentation in organising text  
• uses a wider range of devices alternative to conjunctions  
• uses rhetorical questions in oral arguments  
• uses complex relative clauses with some confidence  
• uses accurately and with some confidence less common conjunctions to join sentences or paragraphs  
• uses text reference items confidently in longer factual genres  
• uses broad sets of synonyms |

| FIELD: | Outcome 13.2  
Understands and uses vocabulary demonstrating good control of a range of complex technical fields and understands and uses a small range of vocabulary used in diverse specialised fields. |
| --- | --- |
| Text in Context | • communicates independently with some confidence about a wide range of technical and non-technical topics, in informal contexts  
• maintains a consistent level of technicality needing less support for highly technical vocabulary  
• includes references outside immediate texts, more confidently, in a range of genres  
• uses a small range of vocabulary used in the discourse of specific groups in non-educational contexts  
• constructs more confidently a more elaborate and complex world when responding to and constructing a range of literary texts  
• understands a range of texts making meanings beyond a literal level |
| Language | • chooses from a wide range of verbs expressing action processes with greater confidence  
• chooses from a wide range of noun groups expressing the participants with greater confidence  
• chooses a wide range of phrases expressing the manner of an action with greater confidence  
• uses with some confidence the various meanings of many words, including a small range of phrasal verbs  
• uses a range of abstract and technical nominalisations with some confidence  
• uses a narrow range of common metaphors, understands a wider range  
• uses with accuracy an extensive range of verbs and nouns expressing cause  
• understands a small range of cultural references beyond the immediate text  
• understands a wide range of technical words derived from Latin and Greek |

### Key features of ESL Scale 13

| TENOR | Outcome 13.3  
| Constructs texts confidently in a wide range of more formal contexts, reflecting critically and increasingly technically on the features of the texts and contexts. |
|---|---|
| **Text in Context** | 
- expresses own viewpoint and speaks or writes from the viewpoint of others  
- discusses for a wide range of texts how multimodal resources construct stereotypes, bias and prejudice  
- is aware of someone being sarcastic  
- maintains consistent tenor in most formal contexts, using confidently and accurately a range of subjective resources and a small range of objective elements that express modality  
- uses confidently a wide range of common colloquialisms, idioms and a limited range of euphemisms |
| **Language** | 
- reflects critically and increasingly technically on interpersonal choices  
- chooses a wider range of complex forms of language expressing modality  
- combines language elements that express modality  
- uses a range of subjective elements  
- uses a small range of objective elements  
- chooses vocabulary most appropriate for the tenor  
- chooses appropriately a wide range of colloquialisms and idioms  
- uses limited range of euphemisms with peers  
- identifies and uses variation in intonation, tone, pacing, volume and emphasis accurately and appropriately  
- understands a narrow range of foreign words that retain their original pronunciation, uses and pronounces correctly some common examples |

| MODE: | Outcome 13.4  
| Discusses critically and technically the major features of a wide range of longer, coherent texts, and constructs a wide range of longer coherent texts. |
|---|---|
| **Text in Context** | 
- good control over foregrounding in a range of genres  
- constructs basic multimedia texts with some confidence  
- reflects critically and technically on the meanings made in a wide range of multimodal texts |
| **Language** | 
- foregrounds elements that are typical of more written texts  
- manipulates what to foreground appropriately, may require a shift of phrase or conjunction  
- foregrounds technical or abstract noun groups in factual genres  
- chooses a detailed and well-organised introduction and topic sentences appropriately to clearly predict the content of the paragraph and whole text respectively  
- constructs longer, detailed concluding paragraphs in arguments or discussions  
- chooses correct grammar if what is foregrounded changes  
- understands better the relationship between intonation and punctuation to use commas appropriately between descriptors but not classifiers in noun groups and after phrases of location and time that have been foregrounded |

### Key features of ESL Scale 14

| GENRE: | Outcome 14.1  
Communicates confidently in a range of social situations and a wide range of genres, including complex macro-genres, and reflects on these critically and technically. |
| --- | --- |
| **Text in Context** | • articulates clearly the link between the purposes of a wide range of secondary schooling genres, their structure and their major language features, including macro-genres  
• constructs well-staged longer, cohesive texts synthesising and acknowledging information from several sources and substantiating the arguments made  
• identifies and confidently uses possible variations to the structure of a range of genres  
• constructs confidently complex examples of literary forms such as poetry and dialogue and incorporates appropriate examples of culturally specific resources such as humour and satire  
• compares confidently and clearly a range of features of multimodal literary genres from different cultures |
| **Language** | • foregrounds abstractions  
• uses noun groups or rhetorical questions as headings and sub-headings  
• alternatives to conjunctions that organise the text are used  
• font, size and indentation are chosen well  
• identifies clauses in order to analyse patterns in texts and produces well-structured sentences and paragraphs  
• uses a range of dependent clauses confidently  
• uses the range of cohesive conjunctions  
• uses the range of reference items confidently  
• uses complex vocabulary patterns such as complex taxonomies based on classification and composition |

| FIELD: | Outcome 14.2  
Understands and uses vocabulary demonstrating good control of a wide range of complex technical fields, and understands and uses a range of vocabulary used in diverse specialised fields. |
| --- | --- |
| **Text in Context** | • communicates independently and confidently about a wide range of technical and non-technical topics, in informal contexts  
• maintains a consistent level of technicality, using highly technical vocabulary with some confidence  
• refers confidently to texts outside the immediate context, showing a broader knowledge of the culture  
• uses confidently a range of vocabulary used in the discourse of specific groups in non-educational contexts  
• discusses and writes confidently a range of literary genres constructing a more elaborate and complex world  
• understands a wider range of texts making meanings beyond a literal level |
| **Language** | • chooses from a wide range of verbs expressing action processes confidently  
• chooses from a wide range of noun groups expressing the participants confidently  
• chooses a wide range of phrases expressing the manner of an action confidently  
• uses confidently the various meanings of a range of words  
• uses many phrasal verbs and understands a wider range  
• uses confidently a wide range of abstract and technical nominalisations  
• uses with accuracy a range of verbs and nouns expressing both cause and modality  
• identifies and critically responds to a wide range of cultural references beyond the immediate text |

---

### Key features of ESL Scale 14

| TENOR | Outcome 14.3  
| Constructs texts confidently in a wider range of formal contexts, reflecting critically and with a good level of technicality on the features of the texts and contexts. |
|---|---|
| Text in Context | • expresses own viewpoint and speaks or writes from the viewpoint of others, expressing appropriately their varying and complex uncertainties and values  
• analyses for a wide range of texts how multimodal resources construct gender, race and class stereotypes, bias and prejudice and offers alternatives  
• maintains consistent tenor in most formal contexts, using appropriately, confidently and accurately a wide range of subjective resources and a range of objective elements that express modality  
• participates appropriately and confidently in casual conversation in formal contexts  
• understands non-literal meanings and begins to identify the cultural sources of isolated examples  
• uses confidently a wide range of colloquialisms, idioms and a narrow range of euphemisms  
• uses humour confidently and appropriately in informal contexts with familiar people, but less confidently with unfamiliar people |
| Language | • reflects critically and with a good level of technicality on interpersonal choices  
• discusses how vocabulary, accent and aspects of speech construct relations of status and power in our society  
• uses patterns of evaluative language effectively in persuasive texts  
• chooses an extensive range of complex forms of language expressing modality accurately and appropriately in most contexts  
• combines language elements that express modality  
• uses a wide range of subjective elements  
• uses a small range of objective elements  
• chooses confidently vocabulary most appropriate for the tenor  
• chooses appropriately a wide range and understands a wider range of colloquialisms and idioms  
• chooses a narrow range of euphemisms  
• begins to identify the cultural sources of some non-literal language  
• uses variation in intonation, tone, pacing, volume and emphasis accurately and appropriately  
• understands a small range of foreign words that retain their original pronunciation, uses and pronounces correctly some common examples |

| MODE: Outcome 14.4  
| Analyses critically and technically the features of a wide range of long, complex and coherent texts, and constructs a wider range of long, complex and coherent texts. |
|---|---|
| Text in Context | • demonstrates good control over foregrounding in a range of more complex genres, especially the expository genres and macro-genres  
• constructs basic multimedia texts with some confidence, especially when constructing specialised topics  
• identifies and discusses critically and technically the meanings made in a wide range of multimodal texts with confidence |
| Language | • chooses and analyses confidently what can be foregrounded in various genres  
• foregrounds technical or abstract noun groups in factual genres appropriately and confidently  
• manipulates what to foreground appropriately and strategically, which may require a shift of elements from the front  
• foregrounds elements typical of highly written texts  
• evaluates effectiveness of size and placement of images and verbal text in webpages  
• chooses a detailed, well-organised introduction and topic sentences in a wide range of texts that not only achieve their organisational purposes well but also do so in a way that captures the attention of the audience  
• constructs long, detailed, well-organised concluding paragraphs in arguments or discussions that achieve their purpose at a high level  
• chooses correct grammar if what is foregrounded changes, demonstrating understanding of active and passive voice  
• understands better the relationship between intonation and punctuation and begins to articulate where to punctuate and why  
• uses commas appropriately most of the time and begins to use semicolons, colons and dashes in the most basic cases |