



**GAUTENG DEPARTMENT OF EDUCATION
NATIONAL CURRICULUM STATEMENTS GRADE 12**

PORTFOLIO GUIDELINE DOCUMENT

FOR

LANGUAGES

**Home Language
First Additional Language
Second Additional Language**

**GRADE 12
2008**

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1. INTRODUCTION

1.1 **Implementation of Continuous Assessment (CASS) for the National Senior Certificate in 2008**

The Portfolio Guideline Document is derived from the Subject Assessment Guideline. This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements as well as Government Gazette No. 29467 of 11 December 2006 (i.e. NPRR). The Subject Assessment Guidelines will be applicable for Grades 12 from 1 January 2008.

1.2 **The importance of the CASS Portfolio for National Senior Certificate Candidates**

The CASS portfolio in every subject will constitute 25% of the final promotion mark for the National Senior Certificate.

It is the responsibility of every Principal and HOD or Subject Head, to see that every candidate has a portfolio for every subject taken by candidates in his/her school and by his/her candidates taking extra subjects.

The CASS portfolio is compulsory for all full-time candidates in all their subjects. A candidate who takes an eighth subject must have a CASS portfolio mark for the additional subject as well.

2. **What is a portfolio?**

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format that will then form the learner's portfolio. It should **always** be available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items, which **can** be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products that represent milestones in the learner's journey towards excellence in a particular grade. This collection includes items, which represent the whole curriculum, and also shows how the learner's journey has progressed towards completion of the curriculum.

The collection of portfolio tasks serves as a summary of the learner's progress throughout the year. Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves.

Arter and Spandel summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of portfolios can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

3. THE PURPOSE OF A PORTFOLIO

3.1 The benefits of the introduction of CASS will include the following:

- Learners will be assessed using different and appropriate assessment methods and tools and this will provide a more valid assessment of the learner's performance in all learning outcomes.
- Assessment will now take place in an authentic context i.e. the learner will be assessed in a realistic situation which is integral to the learning process.
- During assessment, there will be immediate feedback into the learning process, thus promoting the formative role of assessment.

- Opportunities for assessment that would be impossible in a once-off external examination are provided and evidence of improvement is recorded.
- A variety of skills can be assessed by internal assessment, which otherwise would not have been considered for assessment purposes.
- Assessment is on-going and therefore learners are compelled to work consistently and this will contribute to reinstating the culture of learning and teaching.
- Judgement of the learner's performance will now be carried out by the teacher who works closely with the learner.

4. Continuous Assessment in Grade 12

In Grade 12, assessment consists of two components: a Formal Programme of Assessment which makes up 25% of the total mark for Languages and external assessment which makes up the remaining 75%. The Programme of Assessment for Languages comprises HL 14, FAL 14, SAL 12 tasks that are internally assessed. The external assessment component comprises four components for HL and FAL: Paper1, Paper 2 and Paper 3 and Paper 4. In SAL there are three components: Paper 1, Paper 2, Paper 3.

Together the Formal Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the Formal annual assessment plans for Languages:

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		5	6*	3*		14
Language 2: Choice of HL or FAL	HL	5	6*	3*		14
	FAL	6	6*	3*		15
SAL		5	4*	3*		12

* One of these tasks must be an examination

5. Content of portfolios

The content for portfolios for Languages is guided by the formal programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

5.1 The portfolio comprises:

HL

Assessment Tasks	Term One	Term Two	Term Three	Term Four	Marks	% of final mark
Oral activities	2	2			$10 + 10 + 20 + 10 = 50$	6
Essays	1		1		$50 + 50 = 100$	11
Transactional writing	0	1	0		$30 + 20 = 50$	5
Literature activities	1	1			$40 + 50 = 90$	10
Controlled Tests	1	1	1		$40 + 30 + 40 = 110$	12
Examinations		1	1		$250 + 250 = 500$	56
Total	5	6	3		$900 \div 9 = 100$	100

FAL

Assessment Tasks	Term One	Term Two	Term Three	Term Four	Marks	% of final mark
Oral activities	2	2			$10 + 10 + 20 + 10 = 50$	5
Essays	1	1			$50 + 50 = 100$	11
Transactional writing	1		1		$20 + 30 + 20 = 70$	8
Literature activities	1	1			$35 + 40 = 75$	8
Controlled Tests	1	1	1		$35 + 40 + 30 = 105$	12
Examinations		1	1		$250 + 250 = 500$	56
Total	6	6	3		$900 \div 9 = 100$	100

SAL

Assessment Tasks	Term One	Term Two	Term Three	Term Four	Marks	% of final mark
Oral activities	2*	2*			$25 + 25 + 25 + 25 = 100$	14
Essays		1			40	6
Transactional writing	1		1		$20 + 20 = 40$	6
Literature activities	1				20	3
Controlled Tests	1		1		$50 + 50 = 100$	14
Examinations		1	1		$200 + 200 = 400$	57
Total	5	4	3		$700 \div 7 = 100$	100

*Please note that oral activities are a combination of activities for 25 marks.

5.2 Learner's portfolio

The learners' portfolio should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a cover page (Annexure A2);
- a contents page (Annexure B2);
- a declaration by the learner (Annexure C);
- the tests, examinations and assessment tasks each clearly separated from the next in accordance with the contents page.
- the actual portfolio presented must be a flat, soft folder, which may be home made – not a ring binder or other bulky file. **No plastic sleeves** may be used. All items must be firmly affixed into the file.
- all evidence of the drafting process;
- all items must be accompanied by a cover slip indicating the name of the learner, the type of activity , the mark and the date.

5.3 Teacher's portfolio

The teacher's portfolio **must** accompany the learner's portfolio when moderation takes place. It should follow the same logical order as the learner portfolio (programme of assessment) and include the following:

- a cover page (Annexure A1);
- a contents page (Annexure B1);
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. see contents of portfolio);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics);
- record sheets for each class (working mark sheets);
- model answers to all assessment tasks;
- evidence of moderation: school-based and cluster (Annexure D);

6. Programme of Assessment in Grade 12

The assessment tasks should be carefully designed tasks, which give learners multiple opportunities to research and explore the subject in exciting and varied ways.

6.1 Orals

HL

Paper 4	DETAILS	MARKS
Oral tasks	Orals will be internally set, internally assessed and externally moderated. <ul style="list-style-type: none"> • Reading (10) • Speaking: Prepared speech/ unprepared speech/ conversation / interview /debate(10) • Listening (10) • Response to Literature: film study/ short stories / folklore /essay autobiography / biography (20) 	50

FAL

Paper 4	DETAILS	MARKS
Oral tasks	Orals will be internally set, internally assessed and externally moderated. <ul style="list-style-type: none"> • Reading (10) • Speaking: Prepared speech/ unprepared speech/ conversation / interview /debate(10) • Listening (10) • Response to Literature: film study/ folklore /essay autobiography / biography (20) 	50

SAL

Paper 3	DETAILS	MARKS
Oral tasks	Orals will be internally set, internally assessed and internally moderated. Oral topics should be within the context of the learner's world. <ul style="list-style-type: none"> • Reading (25) • Prepared speech (25) • Conversation (25) • Listening (25) 	100

All activities should be filed and evidence should be provided, e.g. the copy of the speech / reading passage and rubric with mark allocation. For **listening**, the evidence should comprise of a memorandum with mark of learner indicated (structured listening) or rubric / check list / summary and mark of learner indicated (unstructured listening).

Rubrics are attached.

6.2 FORMAL WRITING

SPECIFIC REQUIREMENTS FOR FORMAL WRITING IN LANGUAGES

Written tasks should be organised and numbered according to the Terms and Tasks indicated in the Programme of Assessment.

Every opportunity should be used to explore more fully the various genres in the Languages and to develop the necessary skills to make language an active and challenging part of the learners' lives. The accent should be on variety, and many tasks of writing should be practised and evaluated in preparation for the final selection of items for the portfolio to be presented towards the end of Grade 12. Only marks of formal writing tasks may be recorded.

6.2.1 Essays

Language Level	Number of essays	Number of words	
		Disjunctive orthography	Conjunctive orthography
HL	2	400 - 450	349 - 390
FAL	2	250 - 300	190 - 240
SAL	1	200 - 250	150 - 180

The tasks must be selected from those which have been written during the year, and must include essays covering two of the following genres:

- narrative
- descriptive
- reflective
- interpretative
- discursive
- argumentative
- expository

Topics set should be age, gender and culturally sensitive.

All tasks must be completed according to the process writing wheel (p17).

Essays must be marked out of 50 (HL and FAL) and 40 (SAL). The only grids that will be accepted are the National grids attached to these guidelines.

6.2.2 Transactional writing

Language Level	Number of tasks	Number of words			
		Disjunctive orthography		Conjunctive orthography	
		Longer	Shorter	Longer	Shorter
HL	1 (longer and shorter)	180-200	100-120	100-120	80 - 100
FAL	2 (1longer and 2 shorter)	120-150	80 -100	80 - 100	60 - 80
SAL	1 shorter	80 -100	60-80	60-80	40-60

Learners are to be continuously taught transactional writing skills informally. Refer to SAG for list of longer and shorter tasks.

6.2.3 Literature

All prescribed genres should be covered.

HL

One task should consist of contextual questions and the other should be an essay.

FAL and SAL

Tasks should consist of contextual questions only.

6.2.4 Tests

For HL and FAL, three of the assessment tasks and for SAL 2 of the assessment tasks should be tests written under controlled conditions at a specified time. The total mark should not be less than the mark indicated on the programme of assessment in the SAG. There are three options for conducting formal tests:

1. A test can be set on comprehension only.
2. A test can be set on Summary and Language.
3. A test can be set on Comprehension, Summary and Language and the marks must be converted to suit the required mark as indicated in SAG.

6.2.5 Examinations

Language level	No of papers	Marks	Time
HL	3	Paper 1- 70 (Lang) Paper 2- 80 (Litt) Paper 3 – 100 (Writing) Paper 4 -50 (orals)	Paper 1- 2 hours Paper 2 – 2½ hours Paper 3 - 2½ hours
FAL	3	Paper 1- 80 (Lang) Paper 2- 70 (Litt) Paper 3 – 100 (Writing) Paper 4 – 50 (orals)	Paper 1- 2 hours Paper 2 – 2 hours Paper 3 - 2½ hours
SAL	2	Paper 1- 120(Lang & Litt) Paper 2- 80 (Writing) Paper 3 – 100 (orals)	Paper 1- 2 hours Paper 2 – 2 hours

The questions should be set in such a way that they cover the knowledge, skills and values of all four language Learning Outcomes.

7. IMPORTANT INFORMATION PERTAINING TO THE MANAGEMENT OF THE CASS PROCESS AND MODERATION PROCEDURE.

7.1 OUTCOMES

The following concepts underpin OBE and OBA and must be included in all Continuous Assessment planning and evaluation:

Critical Outcomes

- 1 Identify and solve problems and make decisions using critical and creative thinking
- 2 Work effectively with others as members of a team, group, organisation and community
- 3 Organise and manage themselves and their activities responsibly and effectively
- 4 Collect, analyse, organise and critically evaluate information
- 5 Communicate effectively using visual, symbolic and/ or language skills in various modes
- 6 Use science and technology effectively and critically, showing responsibility towards the environment and health of others

- 7 Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

Developmental Outcomes

8. Reflect and explore a variety of strategies to learn more effectively
9. Participate as a responsible citizen in the life of local, national and global communities
10. Be culturally and aesthetically sensitive across a range of social contexts
11. Explore education and career opportunities
12. Develop entrepreneurial opportunities

7.2 INSTRUCTIONS TO THE LEARNER

In any given learning outcome or task, learners should be informed of the following:

- the exact aim to be achieved.
- the acceptable format.
- sources available for reference, research, comparison, assistance.
- the assessment criteria to be applied in the specific task.
- the assessment procedure to be followed.
- exact, non-negotiable dates for handing in of work, including a checklist.
- Any work that is directly plagiarised in any way may lead to all of the learner's work being discounted as an irregularity. Repeated dishonesty may lead to the entire CASS mark of 25% being disregarded and only the exam mark of 75% counting for the learner.
- Learners must be able to secure interview time with the teacher, should they need extra help.
- Parents of learners must be kept informed of the learner's progress or lack thereof during the course of the year.
- Teachers must ensure that the portfolios in their care are kept in a safe place at school and that all assessment marks are immediately recorded on a record sheet to ensure that a record is available should the portfolio disappear.
- Departmental officials may visit the school from time to time to check on progress being made.
- The final portfolio mark, however it has been recorded initially, must be converted and reflected as indicated in the SAG.

- It is imperative that all tests and examinations used for CASS purposes be correctly set, marked and moderated, to ensure that work is of the required standard for UMALUSI National Senior Certificate.

7.3 DRAFTING AND EDITING

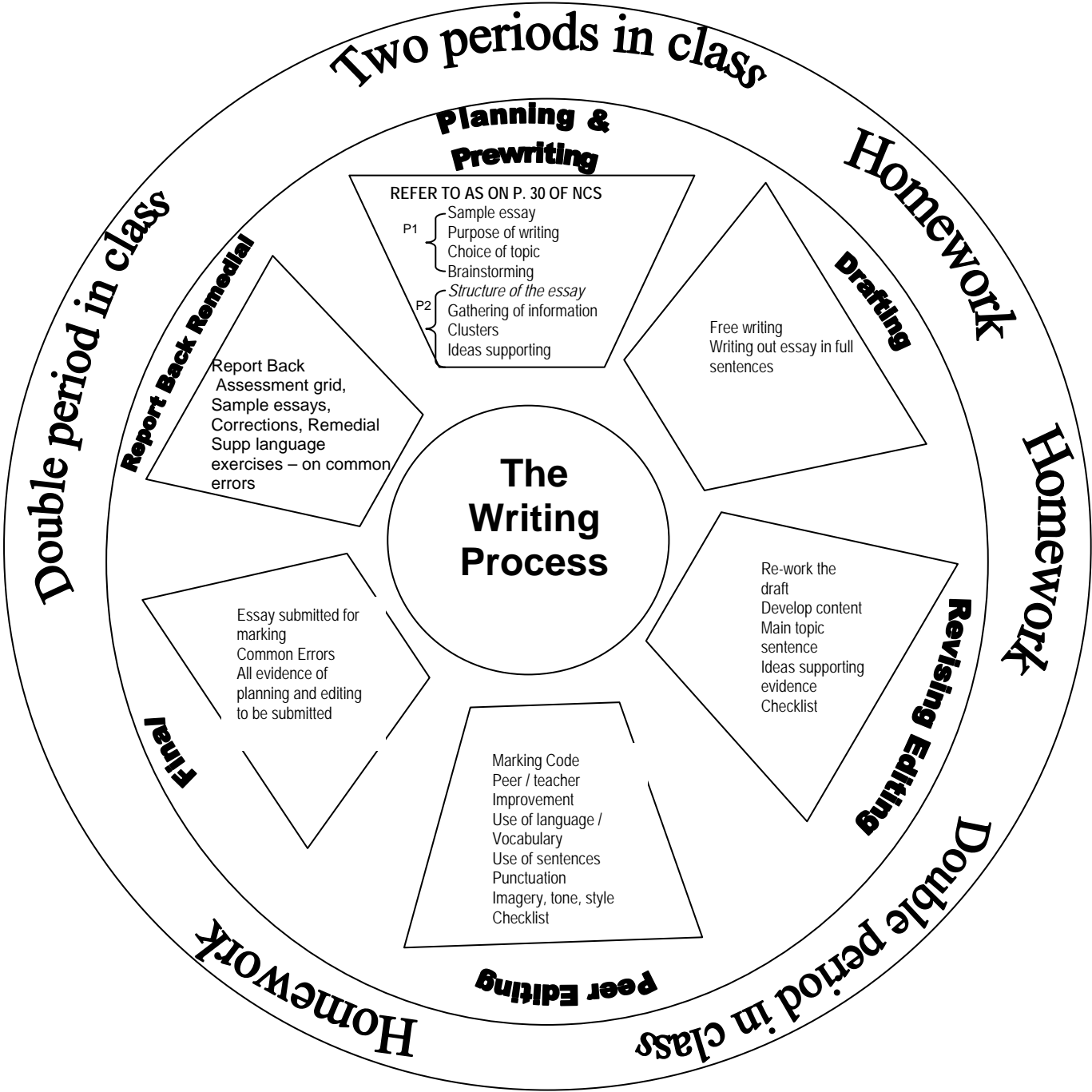
Where research and preliminary preparation was done at home, prior to the completion of the task under controlled conditions, all such preparation should be handed in to the teacher for checking. Once an assessment has been done, these notes may not be removed from the file. The drafting and editing process should focus on:

- quality of thoughts and ideas
- sensible ordering of information
- syntax
- appropriate register
- style
- vocabulary
- linking of ideas in paragraphs
- sentence variation
- spelling and punctuation.

It should be emphasised that the learner's **editing** of the piece of work should involve the re-working of the original draft, after consultation with a peer group and/or the teacher. It should not be a mere re-writing of the piece neatly to correct spelling or other errors.

It is necessary for the teacher to reassess the edited piece in full. It is important to provide learners with constructive feed-back.

PROCESS WRITING WHEEL



7.4 FORMAL AND INFORMAL ASSESSMENT

- All tasks should be completed in class under the supervision of the teacher.
- The theme/topic/ should have been given to the learners in advance so that the research/preparation, etc may take place outside of the classroom.
- The assessment standards to be used should also be mediated to the learners prior to the actual exercise.
- The time given for the piece of writing to be completed will depend on the length of the tasks and must be specified in advance.
- Where specific topics are set, care must be taken to cater for as wide a range of learner competencies and interests as possible. Suggestions include:
 - environmental issues
 - current national and international events
 - issues confronting the country or the world
 - themes arising from literature currently being studied.

PLEASE NOTE: the purpose of work being completed under controlled conditions is to **discourage plagiarism of any kind.** Work must be the original work of the learner and/or his/her group. Learners must be encouraged to acknowledge all sources and to avoid copying. The serious consequences of allowing anyone else to do their work for them should also be emphasised.

Informal Tasks

- These would include normal homework and class work, which will encourage learners to discuss the writing process with peers and teachers, in pairs or in groups.
- Learners should be given opportunities to discover their strengths and weaknesses in writing the various types of creative compositions and transactional tasks. It is therefore, imperative for a teacher to discuss with the learners, the five or so broad categories of essay writing, as well as the format and layout of transactional writing, and to provide and analyse various examples of well written tasks in each category.
- Learners will have certain preferences and should be given a wide range of choices in the topics for unsupervised as well as for supervised tasks so they can develop and demonstrate their writing skills.
- **No unsupervised tasks should, however, be included in the final portfolio that is handed in for assessment and moderation.**

7.5 PENALTIES AND DISPUTES

Penalties

- If a candidate does not submit a formal task, she/he loses the marks for that particular task.
- A penalty of this nature should be a last recourse. Teachers and parents should make every effort — in collaboration with more senior staff if necessary - to guide and encourage the learner to comply with the requirements.
- Penalties may only be imposed in consultation with the Subject Head / HOD and the Principal.
- The penalty clause may be waived by the Subject Facilitator or Departmental Moderator for one task only, if the candidate's circumstances were exceptional and his/her written motivation is supported by the HOD Languages and the Principal.

Resolution of Disputes

- A dispute between a school and the moderators regarding any aspect of the moderation should be resolved amicably if possible.
- If such a resolution seems unlikely, the problem should be referred to the Subject Facilitator or Provincial Coordinator as soon as possible.
- The Director of Examinations' decision regarding the resolution of the dispute will be final.

7.6 MODERATION PROCEDURES

School-based Moderation

- Moderation at school level by members of a language department should be an **on-going process**.
- It is advisable that moderators moderate the same tasks in the top, middle and lower ranges of each teacher's classes in order to facilitate standardisation within the school.
- Annexure D1 should be completed.

Cluster Moderation

- As teachers attend cluster meetings during the course of the year, samples of learners' work should be brought along and shared amongst the group, so that all may benefit from the process. The cluster leader should arrange this informal yet vital process.
- Annexure D2 should be completed.

Provincial Moderation

- Schools will be informed of the procedure for handing in of portfolios, and will be provided with the necessary forms to be attached.
- Moderation will be carried out at a date and venue decided on by Head Office and schools will be duly informed. Moderators will meet at the venue to discuss standardisation and moderation procedures, before the general moderation commences.
- Moderators will not conduct moderation of their own schools or ask for a specific school to be allocated to them for moderation. The Chief Moderator will assign schools to specific moderators on a random basis.

External Moderation

- Umalusi will conduct external moderation.

7.7 NOTES WITH ALL LANGUAGE DOCUMENTS

7.7.1 EDITING

The concept of editing must be implemented as follows - sometimes a learner may be given the option of editing a piece that has been assessed.

This will not be the case with every piece written.

- A learner prepares a neatly written draft of the task and hands it in for assessment by either the teacher or the peer group concerned, for initial assessment.
- This assessment may take any form **decided upon** by the **teacher and learner** together. Different assessment methods may be applied to different tasks. There may be comments that refer to a particular aspect of the work, underlined words or phrases, to indicate specific errors, and so on. e.g. The teacher / peer may comment as follows: "The introductory paragraph is well structured but the last sentence

spoils the effect achieved by changing the subject.” OR “Your use of metaphor - especially referring to water - is really interesting but you must make sure that metaphors describing the same thing agree with one another and do not sound contradictory.” Or spelling and language errors, etc, may be underlined by the assessor.

- **Once a teacher has given a mark for the assessment task, it may not be re-submitted for evaluation so as to obtain a “better mark.” It may only be submitted once after the initial assessment.**

7.7.2 WORK COMPLETED UNDER CONTROLLED CONDITIONS

- Learners will be given topics for research, preparation, mind-mapping, interviewing, etc. in advance of the due date.
- All evidence of this preparation will be brought to class on the specified date and submitted with the final draft of the work, which will then be completed **under controlled - not examination - conditions, in class.**
- The teacher may prefer to walk around while learners are working and check their source material, signing on the neat copy that acceptable preparation has been done.
- It is not compulsory that the entire task be written up in class, but sufficient preparation must be done so that the teacher is satisfied that this is **indeed the learner’s own work.**

7.7.3 PURPOSE OF THE GUIDELINE DOCUMENT

- We ask everyone to bear in mind that these documents are intended to serve as GUIDELINES and that they were not intended to be overly prescriptive to the teacher using them, or to restrict the creativity of the learner. **The items specifically indicated must, however, all be in the portfolio.**
- **The intention is to ensure that all learners are assessed fairly, and according to the same criteria.**

7.8 ABSENTEEISM (REFER TO CASS CIRCULAR)

Learners must be given an opportunity to catch up on missed portfolio exercises.
The same exercise may be given.

7.9 GLOSSARY OF TERMS USED IN LANGUAGE GUIDELINE DOCUMENT

assessment: an evaluation or judgement of performance of one kind or another, based on certain pre-established criteria

continuous assessment: on-going evaluation or judgement of performance of one kind or another, based on certain pre-established criteria

assessment criteria: the pre-established parameters whereby performance will be assessed

performance indicators: a set of indicators used to determine whether learners have achieved the outcome. They provide the details of the content and processes that the learners should master, as well as the details of the learning context in which the learner is engaged.

marking grid: an assessment tool displaying assessment/marking statements of observable performance of learning which serve as demonstrations of the learner's achievement.

rubric: an assessment tool which provides both the learner and the assessor with clear representations of specific activity outcomes, range statements, performance indicators or assessment criteria. It is designed in such a way that it is easily understood and can assist the learner to improve upon his/ her competency level in an informed way.

It may also refer to a set of clear instructions given to learners/ teachers at the start of a particular assessment task.

controlled conditions: this does not necessarily mean under exam conditions; the teacher must, however, see to it that learners complete the given task under supervision, to authenticate it as their own work. Notes and research documents should be handed in initially for the teacher to evaluate.

narrative writing: "A man is always a teller of tales; he lives surrounded by his stories and the stories of others; he sees everything that happens to him through them, and he tries to live his life as if he were recounting it." (*Jean Paul Satre*) Narrative writing is story telling. Ideally, the writing should be based on personal experience and be sincere, rather than being wild and unrealistic fabrication.

descriptive writing: "There's a minute in life passing! Paint it in its reality and forget everything to do that!" (*Joachim Gasquet*) The writer aims, by making successful use of imagery, to recreate something seen or experienced in such a way that the reader is able to share in it.

discursive/argumentative writing: This requires the learner to display sound logic and reason, as well as to present and substantiate his/her views on a specific topic. He/she must adopt a specific standpoint and argue successfully either for or against the issue. Often a difficult genre to handle successfully.

expository/interpretive writing: Allows the writer to share and/or transmit knowledge or insight, or a particular point of view on a specific subject with the reader. It may be personal or general.

reflective writing: This encourages contemplation; writers will reflect on — look back upon - an experience — either good or bad - that has had a profound effect on their lives or has taught them an important lesson.

transactional writing: This involves writing of various kinds for practical purposes. It is a matter of how effectively a writer connects with his or her audience in order to achieve a specific outcome. Correct format and register are important.

edited work: on the issue of process writing — once a piece of work has been given a mark, it becomes a product. Editing is best done **before** a mark is given. The teacher — or peer/s in groups - each one with a specific editing function — can make suggestions, either through comment or by using agreed upon symbols to suggest the type of editing required. The learner can then decide whether to edit the piece or submit it to the teacher as is. The latter then marks the piece. If editing takes place after a mark has been awarded, then editing is really merely re-drafting or correcting, towards a new goal. This is time-consuming and can be used to bully the teacher into giving more marks for a piece. Do not permit this.

genre: a specific kind or category e.g. novel, or short story, as opposed to film or play; narrative as opposed to argumentative or descriptive writing

orthography: the 11 official languages fall mainly into two main writing orthographies and there is a great difference between the number of words produced when using each of the orthographies. The conjunctive orthography used by Nguni languages demands learners to produce more words than those who use a disjunctive writing orthography. The following languages have a **conjunctive orthography**: IsiNdebele, IsiXhosa, IsiZulu, Siswati.

The following languages have a **disjunctive orthography**: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda.

plagiarism: presenting work as original when it has been copied — without acknowledgement — from another person or source. It also includes allowing someone else to do the work for you and passing it off as your own.

portfolio: evidence of a learner's progress over a period of time, reflected in various tasks of work which are then presented for final evaluation.



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NATIONAL SENIOR CERTIFICATE: NSC GRADE 12
PORTFOLIO CONTENT SHEET: HOME LANGUAGE (HL)
(Paste onto inside of portfolio front cover)

EXAM NUMBER: _____ **LANGUAGE:** _____

LEARNER'S FULL NAME: _____

SCHOOL: _____ **DISTRICT:** _____

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 1	1	Writing: Essay	50		
	2	Literature: Essay / Contextual	40		
	3	Oral	10		
	4	Oral	10		
	5	Test 1	40		
		TOTAL FOR TERM 1		150 (100)	

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 2	6	Literature: Essay/Contextual	50		
	7	Transactional: (1 longer + 1 shorter)	30 + 20 =50		
	8	Oral response to literature	20		
	9	Test 2	30		
	10	Oral	10		
	11	Midyear Examinations	250		
		TOTAL FOR TERM 2		410 (100)	

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 3	12	Writing: Essay	50		
	13	Test 3	40		
	14	Preparatory examinations	250		
		TOTAL FOR TERM 3		340 (100)	

Signature of Teacher: _____ **Date:** _____

Signature of Moderator: _____ **Date:** _____



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NATIONAL SENIOR CERTIFICATE: NSC GRADE 12
PORTFOLIO CONTENT SHEET: FIRST ADDITIONAL LANGUAGE (FAL)
(Paste onto inside of portfolio front cover)

EXAM NUMBER: _____ **LANGUAGE:** _____

LEARNER'S FULL NAME: _____

SCHOOL: _____ **DISTRICT:** _____

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 1	1	Writing: Essay	50		
	2	Literature: Essay / Contextual	35		
	3	Oral	10		
	4	Oral	10		
	5	Test 1	35		
	6	Writing: shorter text	20		
		TOTAL FOR TERM 1		160 (100)	

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 2	7	Test 2	40		
	8	Writing: Essay	50		
	9	Oral	10		
	10	Literature: Essay / Contextual	50		
	11	Oral response to literature	10		
	12	Midyear Examinations	250		
		TOTAL FOR TERM 2		420 (100)	

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
	13	Transactional: (1 longer + 1 shorter)	30 + 20 = 50		
	14	Test 3	30		
	15	Preparatory examinations	250		
		TOTAL FOR TERM 3		330 (100)	

Signature of Teacher: _____ **Date:** _____

Signature of Moderator: _____ **Date:** _____



UMnyango WezeMfundo
Department of Education

Lefapha La Thuto
Departement van
Onderwys

NATIONAL SENIOR CERTIFICATE: NSC GRADE 12
PORTFOLIO CONTENT SHEET: SECOND ADDITIONAL LANGUAGE (SAL)
(Paste onto inside of portfolio front cover)

EXAM NUMBER: _____ **LANGUAGE:** _____

LEARNER'S FULL NAME: _____

SCHOOL: _____ **DISTRICT:** _____

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 1	1	Oral	25		
	2	Writing: longer transactional text	20		
	3	Oral	25		
	4	Literature: Contextual	20		
	5	Test 1	50		
		TOTAL FOR TERM 1	140 (100)		

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 2	6	Oral	25		
	7	Writing: Essay (narrative / descriptive)	40		
	8	Oral	25		
	9	Midyear Examinations	200		
		TOTAL FOR TERM 2	290 (100)		

	TASK NO.	TYPE OF TASK	MAXIMUM MARK	LEARNER'S ACTUAL MARK	MODERATED MARK
TERM 3	10	Writing: shorter texts	20		
	11	Test 3	50		
	12	Preparatory examinations	200		
		TOTAL FOR TERM 3	270 (100)		

Signature of Teacher: _____ **Date:** _____

Signature of Moderator: _____ **Date:** _____




First Additional Languages Rubric NCS Section A: Essay 50 Marks

	Language	<u>Outstanding</u> Language, punctuation effectively used. Uses figurative language appropriately. Choice of words highly appropriate. Sentences, paragraphs coherently constructed. Style, tone, register highly suited to topic. Text virtually error-free following proof-reading, editing. Length in accordance with requirements of topic.	<u>Meritorious</u> Language, punctuation correct, and able to include figurative language correctly. Choice of words varied and correctly used. Sentences, paragraphs logical, varied. Style, tone, register appropriately suited to topic. Text virtually error-free following proof-reading, editing. Length correct.	<u>Substantial</u> Language and punctuation adequate. Choice of words suited to text. Sentences, paragraphs well constructed. - Style, tone, register suited to topic in most of the essay. Text by and large error-free following proof reading, editing. Length correct.	<u>Adequate</u> Language simplistic punctuation adequate. Choice of words adequate. Sentences, paragraphing might be faulty in places but essay still makes sense. Style, tone, register generally consistent with topic requirements. Text still contains errors following proof-reading, editing. Length correct.	<u>Moderate</u> Language ordinary and punctuation often inaccurately used. Choice of words basic. Sentences, paragraphs, faulty but ideas can be understood. Style, tone, register lacking in coherence. Text contains several errors following proof-reading, editing. Length – too long/short.	<u>Elementary</u> Language and punctuation flawed. Choice of words limited. Sentences, paragraphs constructed at an elementary level. Style, tone, register inappropriate. Text error-ridden despite proof-reading, editing. Length – too long/short	<u>Not Achieved</u> Language and punctuation seriously flawed. Choice of words inappropriate. Sentences, paragraphs muddled, inconsistent. Style, tone, register flawed in all aspects. Text error-ridden and confused following proof- reading, editing. Length – far too long/short
Content		Code 7: 80- 100 %	Code 6: 70 - 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 - 39%	Code 1: 00 - 29%
<p>Outstanding</p> <ul style="list-style-type: none"> - Content shows impressive insight into topic. - Ideas: thought-provoking, mature. - Coherent development of topic. Vivid detail. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced virtually flawless, presentable essay. 	Code 7: 80- 100 %	40 – 50	38 – 42	35 - 39				
<p>Meritorious</p> <ul style="list-style-type: none"> - Content shows thorough interpretation of topic. - Ideas: imaginative, interesting. - Logical development of details. Coherent. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced a well crafted, presentable essay. 	Code 6: 70- 79 %	38 – 42	35 – 39	33 – 37	30 - 34			
<p>Substantial</p> <ul style="list-style-type: none"> - Content shows a sound interpretation of topic. - Ideas: interesting, convincing. - Several relevant details developed. - Critical awareness of language evident - Evidence of planning and/or drafting has produced a presentable and very good essay. 	Code 5: 60- 69 %	35 – 39	33 – 37	30 – 34	28 – 32	25 – 29		
<p>Adequate</p> <ul style="list-style-type: none"> - Content: an adequate interpretation of topic. - Ideas: ordinary, lacking depth. - Some points, necessary details developed. - Some awareness of impact of language. - Evidence of planning and/or drafting has produced a satisfactorily presented essay. 	Code 4: 50- 59 %		30 – 34	28 – 32	25 – 29	23- 27`	20 – 24	
<p>Moderate</p> <ul style="list-style-type: none"> - Content: ordinary. Gaps in coherence. - Ideas: mostly relevant. Repetitive. - Some necessary points evident. - Limited critical language awareness. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay. 	Code 3: 40- 49 %			25 – 29	23 – 27	20 – 24	18 – 22	15 – 19
<p>Elementary</p> <ul style="list-style-type: none"> - Content not always clear, lacks coherence. - Ideas: few ideas, often repetitive. - Sometimes off topic. General line of thought difficult to follow. - Inadequate evidence of planning/drafting. - Essay not well presented. 	Code 2: 30- 39 %				20 – 24	18 – 22	15 – 19	03 - 17
<p>Not Achieved</p> <ul style="list-style-type: none"> - Content irrelevant. No coherence. - Ideas: repetitive, off topic. - Non-existent planning/drafting. Poorly presented essay. 	Code 1: 00- 29 %					15 – 19	03 – 17	00 – 14



First Additional Languages Rubric NCS Section B: Longer Transactional Texts 30 Marks

	Language	Outstanding Has applied all the necessary rules of format. Text is grammatically accurate and well constructed. Vocabulary is very appropriate to purpose, audience and context. Style, tone, register very appropriate. Text virtually error-free following proof-reading, editing. Length Correct	Meritorious Has applied the necessary rules of format. Text is well constructed and accurate. Vocabulary is mostly appropriate to purpose, audience and context. Style, tone and register mostly appropriate. Text largely error-free following proof-reading, editing. Length correct.	Substantial Has applied most of the necessary rules of format. Text is well constructed and easy to read. Vocabulary is appropriate to purpose, audience and context. Style, tone and register adequately appropriate. Text still contains few errors following proof-reading, editing. Length correct	Adequate Has applied an adequate idea of the requirements of form. Text is adequately constructed. Errors do not impede flow. Vocabulary is adequate for the purpose, audience and context. Style, tone and register adequately appropriate. Text still contains few errors following proof-reading, editing. Length correct.	Moderate Has a moderate idea of the requirements of format some critical oversights. Text is basically constructed. Several errors. Vocabulary is limited and not very suitable for the purpose, audience and context. Lapses in style, tone and register. Text contains several errors following proof-reading, editing. Length - too long/short	Elementary Has vaguely applied the necessary rules of format. – Text is poorly constructed and difficult to follow. Vocabulary requires remediation and not suitable for purpose, audience and context. Style, tone and register inappropriate. Text error-ridden despite proof-reading, editing. Length – too long/short	Not Achieved Has not applied the necessary rules of format. Text is poorly constructed and muddled. Vocabulary requires serious remediation and not suitable for purpose. Style, register and tone do not correspond with topic. Text error-ridden and confused following proof reading, editing. Length – far too long/short
Content		Code 7: 80- 100 %	Code 6: 70 - 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 -39%	Code 1: 00 - 29%
Outstanding - Specialised knowledge of requirements of the text. - Disciplined writing – learner maintains thorough focus, no digressions. - Text fully coherent in content and ideas, and all details support the topic. - Evidence of planning and/or drafting has produced a virtually flawless, presentable text.	Code 7: 80- 100 %	24 – 30	23 – 25	21 – 23				
Meritorious - Good knowledge of requirements of the text. - Disciplined writing – learner maintains focus, hardly and digressions. -Text is coherent in content and ideas, with all details supporting the topic. - Evidence of planning and/or drafting has produced a well crafted, presentable text.	Code 6: 70- 79 %	23 – 25	21 – 23	20 – 22	18 – 20			
Substantial - Fair knowledge of requirements of the text. - Writing learner maintains focus with minor digressions. - Text is coherent in content and ideas, and details support the topic. - Evidence of planning and/or drafting has produced a presentable and good text.	Code 5: 60- 69 %	21 – 23	20 – 22	18 – 20	17 – 19	15 – 17		
Adequate - Adequate knowledge of requirements of the text. - Writing – learner digresses from topic but does not impede overall meaning. - Text adequately coherent in content and ideas and some details support the topic. - Evidence of planning and/or drafting has produced a satisfactorily presented text.	Code 4: 50- 59 %		18 – 20	17 – 18	15 – 17	14 – 16	12 – 14	
Moderate - Moderate knowledge of requirements of the text. Response to writing tasks reveals a narrow focus. - Writing – learner digresses, meaning is vague in places. - Text moderately coherent in content and ideas and has basic details which support the topic. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent text	Code 3: 40- 49 %			15 – 17	14 – 16	12 – 14	11 – 13	09 – 11
Elementary - Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. - Writing – learner digresses, meaning is obscure in places. - Text not always coherent in content and ideas and has few details which support the topic. - Planning/drafting inadequate. Text not well presented.	Code 2: 30- 39 %				12 – 14	11 – 13	09 – 11	02 – 10
Not Achieved - No knowledge of requirements of the text. - Writing – learner digresses, meaning is obscure in places. - Text not coherent in content and ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text	Code 1: 00- 29 %					09 – 11	02 – 10	00 - 08

 <p>First Additional Languages Rubric NCS Section C: Shorter Transactional Texts 10 Marks</p> <p>Section D: Reference/ Informational/Visual & Multi-Media-Texts: 10 Marks</p>	Language	<p>Outstanding</p> <p>Has applied all the necessary rules of format. Text is grammatically accurate and well constructed. Vocabulary is very appropriate to purpose, audience and context. Style, tone, register very appropriate. Text virtually error-free following proof-reading, editing. Length Correct</p>	<p>Meritorious</p> <p>Has applied the necessary rules of format. Text is well constructed and accurate. Vocabulary is mostly appropriate to purpose, audience and context. Style, tone and register mostly appropriate. Text largely error-free following proof-reading, editing. Length correct.</p>	<p>Substantial</p> <p>Has applied most of the necessary rules of format. Text is well constructed and easy to read. Vocabulary is appropriate to purpose, audience and context. Style, tone and register adequately appropriate. Text still contains few errors following proof-reading, editing. Length correct</p>	<p>Adequate</p> <p>Has applied an adequate idea of the requirements of form. Text is adequately constructed. Errors do not impede flow. Vocabulary is adequate for the purpose, audience and context. Style, tone and register adequately appropriate. Text still contains few errors following proof-reading, editing. Length correct.</p>	<p>Moderate</p> <p>Has a moderate idea of the requirements of format some critical oversights. Text is basically constructed. Several errors. Vocabulary is limited and not very suitable for the purpose, audience and context. Lapses in style, tone and register. Text contains several errors following proof-reading, editing. Length – too long/short</p>	<p>Elementary</p> <p>Has vaguely applied the necessary rules of format. – Text is poorly constructed and difficult to follow. Vocabulary requires remediation and not suitable for purpose, audience and context. Style, tone and register inappropriate. Text error-ridden despite proof-reading, editing. Length – too long/short</p>	<p>Not Achieved</p> <p>Has not applied the necessary rules of format. Text is poorly constructed and muddled. Vocabulary requires serious remediation and not suitable for purpose. Style, register and tone do not correspond with topic. Text error-ridden and confused following proof reading, editing. Length – far too long/short</p>
Content		Code 7: 80- 100 %	Code 6: 70 - 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 -39%	Code 1: 00 - 29%
<p>Outstanding</p> <ul style="list-style-type: none"> - Specialised knowledge of requirements of the text. - Disciplined writing – learner maintains thorough focus, no digressions. - Text fully coherent in content and ideas, and all details support the topic. - Evidence of planning and/or drafting has produced a virtually flawless, presentable text. 	Code 7: 80- 100 %	08 – 10	08	07 – 08				
<p>Meritorious</p> <ul style="list-style-type: none"> - Good knowledge of requirements of the text. - Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content and ideas, with all details supporting the topic. - Evidence of planning and/or drafting has produced a well crafted, presentable text. 	Code 6: 70- 79 %	08	07 – 08	07	06 – 07			
<p>Substantial</p> <ul style="list-style-type: none"> - Fair knowledge of requirements of the text. - Writing learner maintains focus with minor digressions. - Text is coherent in content and ideas, and details support the topic. - Evidence of planning and/or drafting has produced a presentable and good text. 	Code 5: 60- 69 %	07 – 08	07	06 – 07	06	05 – 06		
<p>Adequate</p> <ul style="list-style-type: none"> - Adequate knowledge of requirements of the text. - Writing – learner digresses from topic but does not impede overall meaning. - Text adequately coherent in content and ideas and some details support the topic. - Evidence of planning and/or drafting has produced a satisfactorily presented text. 	Code 4: 50- 59 %		06 – 07	06	05 – 06	05	04 – 05	
<p>Moderate</p> <ul style="list-style-type: none"> - Moderate knowledge of requirements of the text. Response to writing tasks reveals a narrow focus. - Writing – learner digresses, meaning is vague in places. - Text moderately coherent in content and ideas and has basic details which support the topic. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent text 	Code 3: 40- 49 %			05 – 06	05	04 – 05	04	03 – 04
<p>Elementary</p> <ul style="list-style-type: none"> - Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. - Writing – learner digresses, meaning is obscure in places. - Text not always coherent in content and ideas and has few details which support the topic. - Planning/drafting inadequate. Text not well presented. 	Code 2: 39- 30 %				04 – 05	04	03 – 04	01 – 03
<p>Not Achieved</p> <ul style="list-style-type: none"> - No knowledge of requirements of the text. - Writing – learner digresses, meaning is obscure in places. - Text not coherent in content and ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text 	Code 1: 00- 29 %					03 – 04	01 – 03	00 - 01

RUBRICS FOR ORALS

ASSESSMENT RUBRIC FOR LISTENING: FIRST ADDITIONAL LANGUAGE (GRADE 10-12)

NAME OF SCHOOL		NAME OF LEARNER		FINAL MARK			
LO 1 Listens for a variety of reasons	Code 7 (Outstanding) 8-10	Code 6 (Meritorious) 7	Code 5 (Substantial) 6	Code 4 (Adequate) 5	Code 3 (Moderate) 4	Code 2 (Elementary) 3	Code 1 (Not achieved) 0-2
Listens attentively to oral texts for information	Interprets and evaluates the message thoroughly and with insight	Interprets and evaluates the message very well and with insight	Identifies the message and gives an accurate interpretation	Identifies the message and gives a fairly accurate interpretation	Adequately identifies the purpose but cannot fully interpret message	Seldom able to identify or interpret message	Hardly able to interpret message
	Easily distinguishes between facts and opinions	Distinguishes between facts and opinions	Distinguishes between facts and opinions in almost all cases	Distinguishes between facts and opinions in most cases	Distinguishes between obvious facts and opinions	Finds it difficult to distinguish between facts and opinions	Hardly ever able to distinguish between facts and opinions
	Thoroughly understands instructions, directions and procedures	Understands most instructions, directions and procedures well	Understands most instructions, directions and procedures correctly	Understands most instructions, directions and procedures fairly correctly	Understands most instructions, directions and procedures but has difficulty with information overload	Does not always understand instructions, directions and procedures and can barely interpret information	Barely understands instructions, directions and procedures
	Accurately identifies main and supporting ideas	Accurately identifies main and supporting ideas in most cases	Identifies some main and supporting ideas with accuracy	Identifies some main and supporting ideas fairly accurately	Identifies main ideas, but not always supporting ideas	Identifies a main idea, but not supporting ideas	Seldom, if ever able to identify main ideas
	Makes coherent notes and summary	Makes mainly coherent notes and summary	Makes fairly coherent notes and captures the most important details	Makes fairly coherent notes but does not capture the most important details	Notes contain only basic information and summary is incomplete	Notes are incoherent and summary is incomplete because of lack of information	Unable to make notes or summarise information
	Gives insightful interpretation of meaning	Gives sound interpretation of meaning	Reasonable interpretation of meaning	Fairly reasonable interpretation of meaning	Meaning interpreted to a certain basic extent	Unable to interpret most of the basic meaning	Unable to interpret information for meaning
Listens attentively to oral texts in order to evaluate	Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight	Interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping very well	Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping	Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping	Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes	Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and makes many mistakes	Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping

	Excellent, thorough interpretation of tone, pace and language use	Sound interpretation of elements used in oral presentation such as tone, pace and language use	Good interpretation of tone, pace and language use	Reasonable interpretation of tone, pace and language use	Moderate interpretation of tone, pace and language use	Inadequate awareness of tone, pace and language use	Almost no response to voice, tone, pace and language use employed to communicate meaning
	Responds successfully and comprehensively to style, tone and register	Responds well to style, tone and register evaluates correctly	Responds well to style, tone and register. May show slight lapses in evaluation	Responds reasonably well to style, tone and register but evaluates very superficially	Responds adequately to style tone and register	Struggles to respond to style, tone and register	Almost no response to style, tone and register, no evaluation
Critical listening to oral texts	Thorough understanding of the logical sequence of information	Very good understanding of logical sequence of information	Shows a good understanding of logical sequence of information	Shows reasonable understanding of logical sequence of information	Shows reasonable understanding of logical sequence of information	Has difficulty following the logical sequence of the oral text	Can scarcely follow the logical sequence of the oral text
	Makes insightful judgments and supports with convincing evidence	Makes good judgment and largely supports with convincing evidence	Quite capable of making judgments with supporting evidence	Reasonably capable of making judgments with supporting evidence	Makes adequate judgments but with limited supporting evidence	Judgments very unconvincing and without supporting evidence	Can hardly make judgments
	Makes insightful assumptions and predicts consequences throughly and accurately	Makes good assumptions and predicts consequences very accurately	Makes reasonable assumptions and predicts consequences accurately	Makes mostly reasonable assumptions and predicts consequences fairly accurately	Makes moderately acceptable assumptions and sometimes predicts consequences accurately	Makes mostly inaccurate assumptions and predictions	Can scarcely make assumptions or predict consequences
	Exceptional critical response to language use, word choice, format and pronunciation	Very good critical response to language use, word choice, format and pronunciation	Good critical response to language use, word choice, format and pronunciation	Reasonably critical response to language use, word choice, format and pronunciation	Responds fairly critically to language use, word choice, format and pronunciation	Responds correctly only on isolated occasions to language use, word choice, format and pronunciation	Clumsy, vague response to language use, word choice, format and pronunciation
Social listening/ listening for enjoyment and comprehension	Responds with insight in a range of communication situations	Responds very well in a range of communication situations	Responds well in most communication situations	Responds reasonably well in most communication situations	Responds adequately in most communication situations	Finds it difficult to follow most communication situations	Scarcely functions in a communication situation
	Uses appropriate turn-taking conventions meaningfully and effectively in conversations	Uses appropriate turn-taking conventions meaningfully in conversations	Uses most turn-taking conventions meaningfully in conversations	Uses turn-taking conventions fairly meaningfully in conversations	Uses turn-taking conventions in conversations fairly meaningfully but not always appropriately	Seldom uses turn-taking conventions in conversations	Uses very few turn-taking conventions in conversations
	Asks meaningful questions to sustain fluent communication	Asks meaningful questions to sustain fluent communication	Asks good questions to sustain fairly fluent communication	Asks sufficient questions to sustain fairly fluent communication	Asks sufficient questions but not always able to sustain fluent communication	Seldom asks questions and struggles to maintain a conversation	Barely asks questions and does not contribute to conversation

	Responds effectively at all times through language, gestures, eye contact and body language	Responds effectively and well through language, gestures, eye contact and body language	Responds effectively to language, gestures, eye contact and body language	Responds well to most language, gestures, eye contact and body language	Responds sufficiently in some cases to language, gestures, eye contact and body language	Limited response in terms of language, gestures, eye contact and body language	Barely responds to language, gestures, eye contact and body language
	Sensitively demonstrates understanding between language and culture by showing respect for different cultural conventions at all times	Demonstrates real awareness of sensitive relationship between language and culture by showing respect for different cultural conventions	Shows a good understanding of the relationship between language and culture by showing respect for different cultural conventions	Shows a reasonable understanding of the relationship between language and culture by showing some respect for different cultural conventions	Shows sufficient understanding of the sensitive relationship between language and culture by showing some respect for different cultural conventions	Shows inadequate understanding of the sensitive relationship between language and culture by showing respect for some cultural conventions some of the time	Shows very limited understanding of the relationship between language and culture being insensitive
LEARNER SIGNATURE			EDUCATOR SIGNATURE			DATE	