

外国語

Criterion C Communicating in response to spoken, written and visual text(コミュニケーション)

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
1 to 2	i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate	i. makes limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate	i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate	i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate	i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate	i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate	1 to 2
	ii. interacts minimally in simple and rehearsed exchanges, using verbal and nonverbal language	ii. interacts minimally in basic structured exchanges	ii. interacts minimally in rehearsed and unrehearsed exchanges	ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance	ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance	ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance	
	iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics	iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations	iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations	iii. expresses few ideas and feelings, and communicates minimal information in simple and complex texts	iii. expresses few ideas, opinions and feelings, and communicates minimal information in various situations	iii. expresses few ideas, opinions and feelings, and communicates minimal information in various social and academic contexts	
	iv. communicates with a limited sense of audience.	iv. communicates with a limited sense of audience.	iv. communicates with a limited sense of audience and purpose.	iv. communicates with a limited sense of audience and purpose	iv. communicates with a limited sense of register, purpose and style.	iv. communicates with a limited sense of register, purpose and style.	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
3 to 4	i. responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate	i. responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate	i. responds to spoken, written and visual text, though some responses may be inappropriate	i. responds to spoken, written and visual text, though some responses may be inappropriate	i. responds to spoken, written and visual text, though some responses may be inappropriate	i. responds to spoken, written and visual text, though some responses may be inappropriate	3 to 4
	ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language	ii. interacts to some degree in basic structured exchanges	ii. interacts to some degree in rehearsed and unrehearsed exchanges	ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance	ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance	ii. engages to some degree in rehearsed and unrehearsed complex exchanges to share some ideas on topics of personal and global significance	
	iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics	iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed	iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed	iii. expresses some ideas and feelings and communicates some information in simple and complex texts; ideas are not always relevant or detailed	iii. expresses some ideas, opinions and feelings, and communicates some information in a range of situations; ideas are not always relevant or detailed	iii. expresses some ideas, opinions and feelings, and communicates some information in a range of social and academic contexts; ideas are not always relevant or detailed	
	iv. communicates with some sense of audience	iv. communicates with some sense of audience.	iv. communicates with some sense of audience and purpose.	iv. communicates with some sense of audience and purpose.	iv. communicates with some sense of register, purpose and style.	iv. communicates with some sense of register, purpose and style	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
5 to 6	i. responds appropriately to simple short phrases and basic information in spoken, written and visual text	i. responds appropriately to simple short phrases and basic information in spoken, written and visual text	i. responds appropriately to spoken, written and visual text	i. responds appropriately to spoken, written and visual text	i. responds appropriately to spoken, written and visual text	i. responds appropriately to spoken, written and visual text	5 to 6
	ii. interacts considerably in simple and rehearsed exchanges, using verbal and nonverbal language	ii. interacts considerably in basic structured exchanges	ii. interacts considerably in rehearsed and unrehearsed exchanges	ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	ii. engages considerably in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance	
	iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics	iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed	iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed	iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed	iii. expresses ideas, opinions and feelings, and communicates information in a range of situations; ideas are relevant and detailed	iii. expresses ideas, opinions and feelings, and communicates information in a range of social and academic contexts; ideas are relevant and detailed	
	iv. communicates with a considerable sense of audience.	iv. communicates with a considerable sense of audience.	iv. communicates with a considerable sense of audience and purpose.	iv. communicates with a considerable sense of audience and purpose.	iv. communicates with a considerable sense of register, purpose and style.	iv. communicates with a considerable sense of register, purpose and style.	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
7 to 8	i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text	i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text	i. responds in detail and appropriately to spoken, written and visual text	i. responds in detail and appropriately to spoken, written and visual text	i. responds in detail and appropriately to spoken, written and visual text	i. responds in detail and appropriately to spoken, written and visual text	7 to 8
	ii. interacts confidently in simple and rehearsed exchanges, using verbal and nonverbal language	ii. interacts confidently in basic structured exchanges	ii. interacts confidently in rehearsed and unrehearsed exchanges	ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance	ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance	ii. engages confidently in rehearsed and unrehearsed complex exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance	
	iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics	iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples	iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations	iii. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations	iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of situations; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations	iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of social and academic contexts; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations	
	iv. communicates with an excellent sense of audience.	iv. communicates with an excellent sense of audience.	iv. communicates with an excellent sense of audience and purpose.	iv. communicates with an excellent sense of audience and purpose.	iv. communicates with an excellent sense of register, purpose and style.	iv. communicates with an excellent sense of register, purpose and style	

外国語

Criterion D Using language in spoken and written form(言語の使用)

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
1 to 2	i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult	i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult	i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult	i. has difficulty to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult	i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficult	i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficult	1 to 2
	ii. organizes limited basic information, and basic cohesive devices are not used	ii. organizes limited basic information and ideas, and basic cohesive devices are not used	ii. organizes limited information and ideas, and basic cohesive devices are not used	ii. organizes limited information, and cohesive devices are not used	ii. organizes limited information, and cohesive devices are not used	ii. organizes limited information, and cohesive devices are not used	
	iii. makes minimal use of language to suit the context.	iii. makes minimal use of language to suit the context.	iii. makes minimal use of language to suit the context.	iii. makes minimal use of language to suit the context.	iii. makes minimal use of language to suit the context.	iii. makes minimal use of language to suit the context.	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
3 to 4	i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult	i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult	i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult	i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult	i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices; speaks with some errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult	i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices; speaks with some oratory technique	3 to 4
	ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately	ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately	ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately	ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately	ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately	ii. organizes some information and ideas, and uses a range of cohesive devices, not always appropriately	
	iii. uses language to suit the context to some degree.	iii. uses language to suit the context to some degree.	iii. uses language to suit the context to some degree.	iii. uses language to suit the context to some degree.	iii. uses language to suit the context to some degree.	iii. uses language to suit the context to some degree.	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
5 to 6	i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility	i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility	i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility	i. writes/speaks making good use of a range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility	i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately; speaks with fluency and some errors in intonation, though this does not interfere with comprehensibility	i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately; uses good oratory technique	5 to 6
	ii. organizes basic information and uses a limited range of basic cohesive devices accurately	ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately	ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately	ii. organizes information and ideas well, and uses a limited range of cohesive devices accurately	ii. organizes information and ideas well, and uses a range of cohesive devices accurately	ii. organizes information and ideas well, and uses a wide range of cohesive devices accurately	
	iii. usually uses language to suit the context.	iii. usually uses language to suit the context.	iii. usually uses language to suit the context.	iii. usually uses language to suit the context.	iii. usually uses language to suit the context.	iii. usually uses language to suit the context.	

Achievement Level	Descriptor						Achievement Level
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	
7 to 8	i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy	i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy	i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy	i. writes/speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy	i. writes/speaks effectively using a range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent intonation and fluency, making communication easy	i. writes/speaks effectively using a wide range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent oratory technique	7 to 8
	ii. organizes basic information clearly and uses a range of basic cohesive devices accurately	ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message	ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message	ii. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message	ii. organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately, enhancing the development of ideas	ii. organizes information and ideas into a logical and well-structured text; uses a wide range of cohesive devices accurately and effectively	
	iii. uses language effectively to suit the context.	iii. uses language effectively to suit the context.	iii. uses language effectively to suit the context.	iii. uses language effectively to suit the context.	iii. uses language effectively to suit the context.	iii. uses language effectively to suit the context.	

クラス\学年	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Advanced	Phase 3	Phase 3	Phase 4	Phase 5	Phase 4 ~ Phase 6	
B Basic				Phase 4		
C Core	Phase 1	Phase 2	Phase 3	Phase 3		
英語以外の言語					Phase 1	

The Phase Allotment at ISS