Royaume du Maroc



Ministère de l'Education Nationale,
du Préscolaire et des Sports

National Middle School English Language Framework:

Progression, Exit Targets and Performance Levels

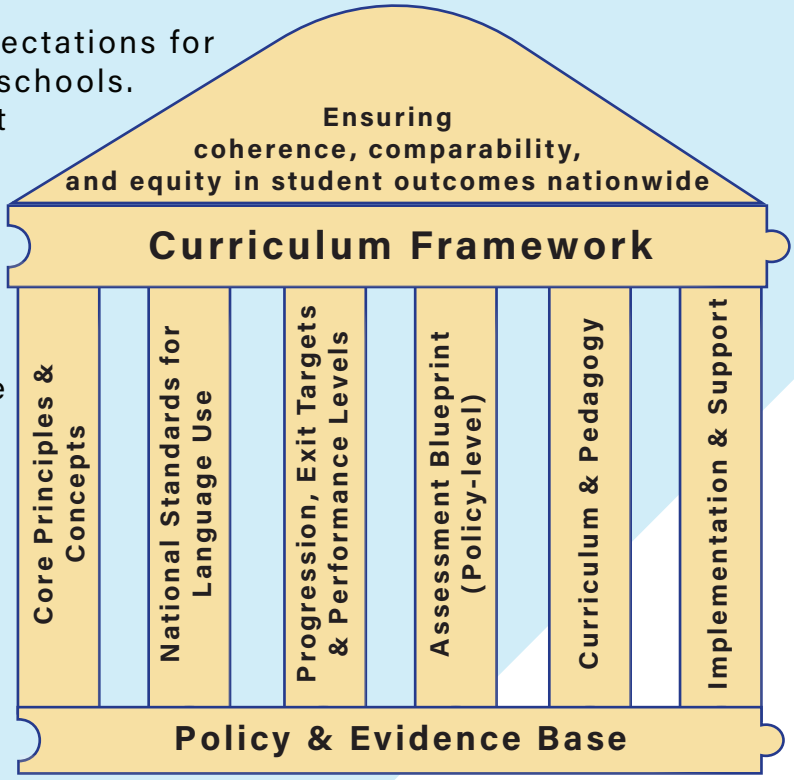
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Preface

This National Middle School English Language Framework: Progression, Exit Targets, and Performance Levels represents a major milestone in Morocco's ongoing efforts to strengthen foreign language education and empower students with the communicative competences they need for learning, employment, and active civic participation. Expanding equitable access to high-quality English instruction lies at the heart of the Framework Law 51-17, Strategic Vision 2015–2030 and the Road Map 2022–2026. This Framework is therefore a cornerstone in achieving national education priorities.

Developed under the leadership of the Ministry of National Education, Preschool, and Sports in close partnership with Amideast, the Framework reflects a shared national commitment to improving English learning outcomes for all students.

The Framework sets out national expectations for English language learning in middle schools. It is grounded in clear principles that guide teaching, materials, and assessment. It defines five national standards—Social Communication, Instructional Participation, Academic Content Use, Future-Ready Transversal Skills, and Global Issues & Citizenship—which describe the main purposes for using English in school and community life. These standards are developed through the four modes of communication identified in the Common European Framework Reference for Languages (CEFR): Reception (listening and reading), Production (speaking and writing), Interaction, and Mediation (helping others understand). Together, these modes cover the full range of communicative activities through which learners use and develop English.



The Framework also defines a clear progression with year-level exit targets and shared performance levels so that teachers, schools, and regions can interpret achievement in the same way. Together, these elements support coherence, fairness, and measurable progress in English learning nationwide.

As a national reference, the Framework supports coherent implementation, strengthens accountability, and advances Morocco's strategic vision for education. A Practice Companion provides practical guidance, routines, rubrics, and exemplars to translate the Framework into daily classroom use.

Acknowledgments

The Ministry of National Education gratefully acknowledges the individuals and institutions whose contributions made this Framework possible.

Developed under the leadership of the Ministry and in close partnership with Amideast, the Framework reflects a collaborative national effort that engaged inspectors, curriculum specialists, educators, and students across Morocco. The Ministry acknowledges Amideast's technical support, which brought global expertise and collaborative experience to the process.

The initiative was led by the Curriculum Directorate, under the guidance of Mr. Mohamed Zerouali, Director of Curriculum, whose strategic oversight ensured alignment with national education priorities. The Directorate appointed the national English Language Working Group, whose members played a central role in designing, reviewing, and refining the Framework.

The Ministry also recognizes the sustained contributions of national English language inspectors from the twelve Regional Academies of Education and Training (AREFs) and the careful review and endorsement of the Validation Commission, whose engagement strengthened the quality and coherence of the final document.

Together, these collective efforts reflect Morocco's shared commitment to quality, equity, and continuous improvement in English language education.

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Contents

Preface **1**

Acknowledgments **1**

Acronyms Used in this Document **1**

Chapter 1 — Executive Orientation **1**

1.1 About this Framework 1

1.2 Using this Framework and the Practice Companion 2

1.3 How the Principles Fit 2

1.4 What is in the Framework 3

1.5 Who the Framework is For (Audience & Roles) 3

1.6 Framework Navigation 4

1.7 Terminology at a Glance 4

Chapter 2 — Background & Policy Context **6**

2.1 Introduction 6

2.2 English in Morocco — Current Status and Future Directions 6

2.3 Educational Reform Foundations 6

2.4 Strategic Justifications for English Education 7

2.5 Performance Expectations & Benchmarking 8

Chapter 3 — Core Principles & Concepts (The Six Big Ideas) **11**

Core Principles and Concepts: Overview 11

3.1 Student-centered Learning 12

Implementation signals (policy-level) 13

3.2 Equity & Inclusion 14

Implementation signals (policy-level) 15

3.3 Communicative Competence **15**

Implementation signals (policy-level) 16

3.4 Assessment for Learning 17

Implementation signals (policy-level) 18

3.5 Future-Ready Transversal Skills **19**

Implementation signals (policy-level) 19

3.6 Teacher Agency 20
Implementation signals (policy-level) 20
Chapter 4 —National Standards (S1– 5) **26**
National Standards: Overview 26
4.1 Social Communication 27
4.2 Instructional Participation 27
4.3 Academic Content Use 28
4.4 Future-ready Transversal Skills 28
4.5 Global Issues & Citizenship 29
Chapter 5 — Progression, Exit Targets & Performance Levels **31**
5.1 Why it Matters 31
5.2 Foundational Parameters (Time, Progression, Plausibility) 31
5.3 Entry Points in a Plurilingual Reform Context 32
5.4 Scope and Use 32
Lexical-grammatical scope 32
5.5 From Knowledge to Use 34
5.6 Skills and Strands (How Performance is Organized) 34
Receptive Skills: Reading & Listening 35
Spoken Interaction 35
Prepared Speaking 36
Writing 36
5.7 Global Year-level Exit Descriptors 37
5.8 Progression Snapshots by Skill (Years 1–3) 38
5.9 Detailed year-level exit targets & Performance levels (How Achievement is Evaluated) 40
Chapter 6 — Assessment Blueprint (Policy) **43**
6.1 What is Assessed 43
6.2 Assessment Purposes and Cycle (Policy) 43
Diagnostic (start-of-year and as needed) 43
Formative (ongoing) 44
Summative (term/annual; school and regional) 44

- Unit test and task purposes & assessment stances 44
- 6.3 Evidence Sources & Tasks (Summary) 45
- Culminating unit task (integrated performance) 45
- 6.4 Scoring & Decision Rules 46
- 6.5 Performance Levels & Reporting 46
- 6.6 Moderation & Quality Assurance 47
- 6.7 Benchmarking & Standard-setting 47
- 6.8 Fairness, Access & Accommodations 47
- 6.9 Data Use & Accountability 47

Chapter 7 Curriculum & Pedagogical Overview 48

- 7.1 Design Principles 48
- 7.2 Unit Architecture 48
- 7.3 Lesson Routines 49
- 7.4 TLM & Purpose 49
- 7.5 Access and Scalability (Low-tech --> Digital) 50
- 7.6 Alignment with Assessment 51
- 7.7 Roles and Quality Assurance 51

Chapter 8 —Implementation & Support (Policy) 52

- 8.1 Purpose 52
- 8.2 Moderation & Calibration 52
- 8.3 Professional Learning 52
- 8.4 Equity & Access (Operational) 54
- 8.5 Shared Repository 54
- 8.6 Resource & Provisioning Policy (Baseline and Recommended) 55

Appendices 56

- Appendix 1-A: Terminology Crosswalk with National Secondary Guidelines (2007) 57
- Appendix 1-B: Teacher- and Student-friendly Purposes & Tasks, Secondary Guidelines, Framework Cross-walk 58
- Appendix 1-C: Terminology Crosswalk – This Framework & WIDA 59
- Appendix 2-A: Interactive Speaking Assessment Rubric 60
- Appendix 2-B: Prepared Speaking Assessment Rubric 63

Appendix 2-C: Writing Assessment Rubric **66**
Appendix 3. CEFR & PISA FLA Correspondance (Non-normative) **69**
Introduction: Global Correspondence 69
Reading the Tables 69
Conclusion 73
Appendix 4: Can Do Descriptors - Progression Across Years **73**
Listening Can Do Progression 74
Speaking Can Do Progression 75
Reading Can Do Progression 76
Writing Can Do Progression 77
Appendix 5. Exit Targets by Year & Skill **79**
Listening Exit Targets Years 1–3 79
Speaking Exit Targets Years 1-3 84
Reading Exit Targets Years 1-3 85
Writing Exit Targets Years 1–3 91
Appendix 6: Performance Levels by Year & Skill **92**
Grade 7 Performance Levels 93
Grade 8 Performance Levels 104
Grade 9 Performance Levels 118
Appendix 7: Glossary **134**
Appendix 8. References **137**

Acronyms Used in this Document

The table lists acronyms used in this document and provides the full form of each.

Acronym	Full Name or Phrase
AfL	Assessment for Learning
AREF	Regional Academies of Education and Training
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CRMEF	Moroccan Regional Centers for Education and Training Professions
ELT	English language teaching
KLU	Key Language Uses
L2	Additional/ second language
MoE	Moroccan Ministry of National Education, Preschool and Sports (MNEPS; MoE used for brevity)
MoHE	Moroccan Ministry of Higher Education
PD	Professional Development
OECD	Organization for Economic Co-operation and Development
PISA FLA	Program for International Student Assessment Foreign Language Assessment
PLC	Professional Learning Community
R/I/E/A	Retrieve, interpret, evaluate, apply
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TLM	Teaching and learning materials
UDL	Universal Design for Learning
WIDA	World-Class Instructional Design and Assessment (now only WIDA)

1 Executive Orientation

This chapter sets out the policy purpose of the Framework and shows how it anchors curriculum, teaching, assessment, and equity. It clarifies the linkage with the Framework's Practice Companion and the role of principles, standards, progression, and assessment. Readers and users are advised to engage with this chapter first to grasp its scope and functions and then consult the Companion for practical models and implementation tools.

1.1 About this Framework

The national Framework states what middle-school learners are expected to achieve in English in Years 1–3. It provides a standards-based reference for curriculum, teaching, and assessment to ensure that expectations are coherent and comparable across schools and regions. It takes a whole-curriculum view: English learning integrates the language system (vocabulary, grammar, phonology and orthography) with the competences learners use to socialize, learn, and work—critical and creative thinking, collaboration, communication, and learning-to-learn—developed together through well-designed tasks.

The Framework is performance-focused: it defines communicative competence as understanding, production, interaction, and mediation for real purposes, and makes explicit the linguistic resources that enable performance. Grammar and vocabulary are sequenced and embedded in tasks, not taught as isolated add-ons.[1]



Integration as a foundational design principle:

This Framework adopts an integrated skills approach to instruction and assessment by design. Evidence from reading–writing meta-analyses, content-language integrated instruction (CLIL) reviews, and the impact of skill-integration research shows better language and literacy outcomes than single-skill teaching. Practical strategies for skill integration are included in the Practice Companion. [2]

Anchoring and alignment:

The Framework is anchored in Morocco's education policy architecture and MoE directives (See Chapter 2). It is grounded in constructivist and socio-constructivist pedagogies. Its competency-based view aligns with international references (CEFR; WIDA; PISA Foreign Language Assessment (FLA) constructs).[3,4]

Validation & benchmarking:

This Framework is grounded in Moroccan classroom evidence. Year-level targets and benchmarks were set iteratively using pilot observations, analyses of student work, inspector and teacher feedback, and 2024 benchmarking workshops. It is therefore an evidence-based framework, validated through real classroom practice and wide national consultation involving teachers, inspectors, students, and school principals.

For transparency, the Appendices provide non-normative correspondence tables with CEFR (proficiency), WIDA (inclusive academic language), and the PISA FLA constructs. Formal national standard-setting (e.g., cut scores) and, where appropriate, external linking will follow as a planned next step. Until then, this Framework is the national specification for curriculum, teaching, and assessment. **Learning equity & access.** Inclusive design (Universal Design for Learning, UDL) is how equity is operationalized in practice; see §3.2 Equity & Inclusion.[5]

1.2 Using this Framework and the Practice Companion

The Framework is designed to be used in tandem with its Practice Companion. Together, these two documents provide a coherent bridge between policy and practice in English language teaching and learning for middle schools:



The Framework (policy **what**) sets national expectations: Standards (S1–S5), year-level exit targets, the assessment blueprint, and system conditions for equity and quality.[6] It sets Core Principles & Concepts as policy guardrails – non-negotiable expectations for curriculum, materials, and assessment.

The Practice Companion (practical how) turns policy into practice: materials guidance (Student Book, Independent Learning Activity Book, Teacher's Guide, audio/ digital resources), classroom routines, recommended practices, success indicators, moderation toolkit (common rubrics with scored samples), and provisioning and set-up. For transparency, see the non-normative international correspondence tables in the Appendices; national expectations and reporting are defined by this Framework.

1.3 How the Principles Fit

The Framework does more than list Standards and targets: it establishes system-wide pedagogical expectations through its "Core Principles & Concepts." These principles function as normative policy guardrails, clearly articulating what good looks like across classrooms, materials, and assessments nationwide. They emphasize student-centered learning; communicative competence across all modes; equity and inclusion through Universal Design for Learning, plurilingual orientations, and fair assessment; assessment for learning; the development of future-ready transversal competences; and teacher agency as a cornerstone of professional practice. For inspectors and moderators, these principles serve as policy look-fors; for curriculum writers, textbook developers, and trainers, they operate as non-negotiable design requirements. The Companion translates each principle into practice by providing concrete routines, task models, classroom exemplars, and moderation tools. Together these ensure consistent interpretation and application across the education system.

1.4 What is in the Framework

This document brings policy into one coherent specification. **Chapter 2** outlines the national rationale and policy context. **Chapter 3** sets the Core Principles & Concepts (the Big Ideas) that underpin all curricula, materials, classroom practice, and assessments. **Chapter 4** defines the five Standards (the purposes for which learners use English). **Chapter 5** provides progression snapshots (Can Do descriptors by skill and year), yearly exit targets, and performance levels. **Chapter 6** gives the assessment blueprint (what is assessed, decision rules, common rubrics, and samples). **Chapter 7** offers a high-level curriculum and pedagogical overview, and Chapter 8 describes implementation and support provisions. **Appendices** contain terminology crosswalks, detailed progression charts, yearly exit targets, and performance levels (by skill and year), shared rubrics, a glossary, and references. Short pointers (-->) at the end of key sections direct readers to the Companion for hands-on routines, templates, task models, and moderation exemplars.

1.5 Who the Framework is For (Audience & Roles)

This section identifies the primary users of the Framework and outlines how each should apply it in policy, curriculum, assessment, teacher preparation, and inspection.

- **Policy & system leaders.** Use the Framework to set expectations, design and update assessment cadres de référence; align policies with international standards; monitor progress; and support equity and quality across schools and regions.

- **Curriculum & materials teams.** Use the Standards, Principles & Concepts, and an integrated-skills approach to frame themes and unit tasks; design from the Can Do progression and year-level exit targets; integrate the lexical/grammatical scope and modes of communication into activities and texts; use the Companion for thematic maps, task models, and materials guidance.

- **Assessment teams.** Use the Assessment Blueprint and common rubrics to build curriculum-referenced tasks/items keyed to the modes of communication set out in this Framework (reception, production, interaction, mediation); apply the decision rules (band majority + floor rule); use the Companion for content themes, item/task specifications, and moderation.

- **Pre-service teacher educators & trainers (universities and CRMEFs).** Use the framework to design programs and courses that prepare aspiring teachers to meet national expectations; ensure trainees can interpret Can Do descriptors and exit targets, plan, differentiate, apply assessment for learning, and gain familiarity using common rubrics with scored samples; and introduce the Companion for materials and practice guidelines.

Inspectors. Lead in-service professional learning and act as the bridge between national standards and classroom practice; model and calibrate professional judgments using common rubrics and moderation processes; mentor teachers in effective use of the Practice Companion; and ensure that expectations for teaching, learning, and assessment are applied consistently. By promoting alignment and equity across classrooms, schools, and regions, inspectors play a pivotal role in sustaining quality improvement.



1.6 Framework Navigation

Throughout this document, "Companion" refers to the Practice Companion to the National Middle School English Language Framework. To support navigation between documents, major sections of the Framework conclude with a pointer (-->Companion: §...) directing readers to relevant resources for hands-on application.

1.7 Terminology at a Glance

For clarity and consistency across policy, materials, and classrooms, the Framework uses the following terminology throughout:

- L2 in this document means "additional language," not second language.
- Modes of communication (CEFR-aligned): reception (listening/reading), production (spoken/written), interaction (unprepared two-way exchanges), mediation (relaying/explaining/facilitating understanding).
- Academic key language uses (WIDA KLU) — narrate, inform, explain, argue — embedded in age- and level-appropriate academic content and tasks.
- Field-friendly English language teaching (ELT) wording in materials: tell/retell, describe, explain, give an opinion/suggestion, compare, share an idea.
- Standards vs. Exit Targets: Standards define the purposes for which learners use English; Exit Targets specify expected outcomes by the end of each year.
- Can Do Descriptors: They articulate observable learner performances by skill and year, providing progression snapshots.

For cross-walks, see Appendix 1-A (ELT/2007 Secondary Guidelines <--> Framework terms), Appendix 1-B (purposes, student-facing tasks, and guideline links), Appendix 1-C (WIDA KLUs <--> Framework), and Appendix 7 (Glossary).

Endnotes — Chapter 1

[1] **Communicative competence & performance focus.** CEFR Companion Volume (2020) — updated descriptors for Reception, Production, Interaction, Mediation; emphasis on mediation and plurilingual/pluricultural competence; performance-anchored progression.

[2] **Integrated-skills instruction — impact on learning.** Graham, Liu, et al. (2018) — writing instruction and integrated reading–writing improve reading; Dalton-Puffer (2011) — CLIL delivers L2 gains (lexis, morphosyntax, discourse/pragmatics); Admiraal, Westhoff & de Bot (2006) — bilingual/CLIL tracks show higher English proficiency with no content loss; Long (2015) — task-based, integrated instruction as an effective route to usable L2 performance.

[3] **Inclusive academic language.** WIDA ELD Standards (2020) — equity, multilingualism, integration of academic language with content and classroom practices.

[4] **Construct alignment (not test blueprints).** CEFR Companion Volume (2020); OECD PISA FLA Framework (2023) — comprehension processes and communicative tasks as constructs; used for coherence only; this Framework remains the specification.

[5] **Inclusive design (UDL) as the vehicle for access.** CAST UDL Guidelines v3.0 (2024) — multiple means of engagement, representation, and action/expression; operationalizes equity in classroom design and assessment; see also UDL Rising to Equity (2022) for the expanded equity lens and implementation guidance.

[6] **National policy architecture & system coherence.** National Charter (1999) — first comprehensive modernization framework; White Paper (2002) — operational tool; Pedagogical Guidelines (secondary 2007; middle 2008/2009) — learner-centered pedagogy; Continuous Assessment Circular (2010) — formative assessment; Framework Law 51-17 (2019) — equity, quality, languages; Strategic Vision 2015–2030 — long-term reform; Road Map 2022–2026 — priorities in pedagogy, languages, school life; New Development Model (2021) — mastery of languages; 2023 directives — Scaling up teaching English in Middle Schools (Note no. 03X23, May 23, 2023) - phased expansion of English (middle; primary) and higher-education policy directions.

2 Background & Policy Context

This chapter sets out the policy purpose of the Framework and shows how it anchors curriculum, teaching, assessment, and equity. It clarifies the linkage with the Framework's Practice Companion and the role of principles, standards, progression, and assessment. Readers and users are advised to engage with this chapter first to grasp its scope and functions and then consult the Companion for practical models and implementation tools.



2.1 Introduction

The Framework responds to a national imperative: enabling middle-school learners to use English for learning, work, and civic participation. It aligns with the national reform agenda—Strategic Vision 2015–2030, the Road Map 2022–2026, and Framework Law 51-17—which place equity, quality, and future readiness at the center of schooling.[1] It sets clear expectations and practical assessment policy so more learners meet year-level targets and can use English meaningfully in school, in further study, work, and global participation and integration. It also supports effective teaching and learning of English in middle schools by providing inspectors, trainers and, by extension, teachers, with a coherent policy reference to guide instruction and assessment. A staged benchmarking plan will document comparability over time without displacing the Framework's curriculum-first focus

2.2 English in Morocco — Current Status and Future Directions

English is a national strategic priority and a shared global resource for opportunity, knowledge, and participation. Learners acquire it deliberately in school to keep pace with its growing use in commerce, media, technology, and diplomacy.[2] In middle school, English is taught as a subject for communicative use, with age- and level-appropriate academic content as context, not as a medium of instruction. English runs across Years 1–3 in all middle schools.

The Framework recognizes expanding opportunities for English-medium instruction (EMI) in upper-secondary and university programs under current policy directions. Accordingly, it includes standards that emphasize English for academic purposes at age- and proficiency-appropriate levels. Given the typical entry-level range in Year 1 (Pre-A1/early A1), middle school builds the foundation for later study rather than introducing EMI.[3]

2.3 Educational Reform Foundations

Morocco's sustained commitment to strengthening the teaching and learning of second languages, particularly English, is firmly rooted in its core national education instruments and reform strategies, including: the National Charter (1999), the White Paper (2002), the Continuous Assessment Circular (2010), Framework Law 51-17, the Strategic Vision 2015–2030, the New Development Model (2021) with its emphasis on language mastery and cognitive science-informed methods. They are further reinforced by the Road Map 2022–2026 and ministerial directives on English in middle and primary schools, notably the ministerial note No. 030×23 of 23 May 2023 on scaling up English in middle schools, as well as policy orientations for higher education.

2.4 Strategic Justifications for English Education

Advancing national priorities.
Investment in English advances national priorities on equity, quality, and human capital set out in the Strategic Vision 2015–2030, Framework Law 51-17, the Road Map 2022–2026, and the New Development Model (2021). It supports a modern, plurilingual school system and positions learners for participation and competitiveness in a changing economy.[4]

Human capital and employability.
English extends access to knowledge, key sectors, and future-oriented careers (technology, tourism, trade, higher education, research). It strengthens transferable competences (communication, collaboration, critical and creative thinking) within a competency-based curriculum that links knowledge, skills, attitudes, values, and learner agency.[5,6]

Access to knowledge and pathways.
English expands access to global resources (science, technology, media) and supports post-secondary pathways, including programs that use EMI. Expanded English instruction aligns basic education with higher-education policy directions while keeping middle school subject-based (not EMI).[7]

System equity and territorial fairness.
A national, standards-based approach clarifies expectations, supports fair classroom and regional assessment, and ensures common materials and reference rubrics. Inclusive design (UDL) reduces barriers so all learners can participate and be evaluated on what they can do.[8]

Plurilingual coherence.
English is learned alongside Arabic, Amazigh, and other languages. The Framework sequences learning to manage cognitive load and build on cross-language transfer, consistent with national policy guidance informed by cognitive science.[9]

Educational benefits.
Research on additional language learning points to gains in metalinguistic awareness, executive control, and transfer of learning, strengthening the case for sustained investment.[10]

Together, these reasons justify system investment in English and anchor its expansion across Years 1-3 of middle school within Morocco's national policy architecture.

2.5 Performance Expectations & Benchmarking

This Framework sets common national expectations so performance can be judged fairly across regions. Benchmarking will proceed in two stages: (1) a national standard-setting exercise using Moroccan student evidence to establish cut scores and validate targets, followed by (2) optional external linking to international reference points for transparency. International correspondences in the Appendices are non-normative (informative). This Framework provides the basis of curriculum, teaching, and reporting.[11]

Endnotes — Chapter 2

[1] **Morocco policy architecture (coherence).**
Core instruments that anchor the reform and language scale-up: modernization (National Charter, 1999), competency-based curricula (White Paper, 2002), school-based assessment (Continuous Assessment Circular, 2010), equity/quality/languages (Framework Law 51-17), strategic reform (Strategic Vision 2015–2030), human capital and evidence-informed pedagogy (New Development Model, 2021), implementation priorities (Road Map 2022–2026), and recent ministerial directions on English (middle/primary) and higher-education pathways. Sources: National Charter (1999); White Paper (2002); Continuous Assessment Circular (2010); Framework Law 51-17; CSEFRS (2015); Kingdom of Morocco (2021); MENPS (2022, 2023).

[2] **English as a national strategic priority and shared resource.**
Policy instruments prioritize equity, quality, human capital, and plurilingual mastery, positioning English as a lever for opportunity and participation; public demand and labor-market signals support expansion.
Sources: CSEFRS (2015); Government of Morocco (2019); MENPS (2022, 2023); Kingdom of Morocco (2021); British Council (2021); Arab Barometer (2022); World Bank (2019).

[3] **Early academic language, not early EMI.**
Academic language is integrable from the start through scaffolded, age- and level-appropriate tasks; academic literacy develops over longer timelines; CLIL/EMI require sufficient proficiency and supports. Sources: WIDA (2020); Cummins (2000/2007); Gibbons (2009); Cenoz, Genesee & Gorter (2014); Dearden (2014); Macaro, Curle, Pun, An & Dearden (2018).

[4] **Advancing national priorities.**
Equity, quality, human capital, plurilingual schooling, and future readiness are advanced through expanded English aligned to national instruments. Sources: Strategic Vision 2015–2030; Framework Law 51-17; Road Map 2022–2026; New Development Model (2021).

[5] **Human capital and employability.**
English supports access to sectors and careers and aligns with competency-based curricula linking knowledge, skills, attitudes/values, and agency. Sources: World Bank (2019); OECD (2019) Learning Compass 2030; Kingdom of Morocco (2021).

[6] **Access to knowledge and pathways.**
Expanded English broadens access to global resources and enables pathways, with middle school remaining subject-based (not EMI). Sources: Ministry of Higher Education (2023); MENPS (2023); Macaro et al. (2018).

[7] **System equity and territorial fairness.**
Standards-based expectations, common materials, and UDL-informed design promote fair access and measurement. Sources: Framework Law 51-17; Road Map 2022–2026; Continuous Assessment Circular (2010); CAST (2024) UDL Guidelines v3.0.

[8] **Plurilingual coherence.**
Sequencing manages cognitive load and leverages cross-language transfer within a plurilingual vision. Sources: Kingdom of Morocco (2021); Council of Europe (2020) CEFR Companion Volume; Cummins (2007); Piccardo (2017).

[9] **Societal demand and legitimacy.**
Consistent public demand and economic indicators support system investment (illustrative signals, not testing targets). Sources: British Council (2021); Arab Barometer (2022); Euromonitor & Cambridge English (2016); World Bank (2019).

[10] **Educational benefits.**
Additional language learning is associated with metalinguistic awareness, executive control, and transfer. Sources: Adesope et al. (2010); Bialystok, Craik & Luk (2012); Kroll & Bialystok (2013).

[11] **Standards-referenced performance expectations & staged benchmarking.**
Common expectations enable fair, comparable monitoring; national standard-setting establishes cut scores; optional external linking provides transparency without displacing curriculum. Sources: OECD (2013); Council of Europe (2009/2018); UIS (2019); World Bank (2018).

3 Core Principles & Concepts (The Six Big Ideas)

This chapter sets out six core principles and concepts ("Big Ideas") that explain how the Framework is enacted in teaching, learning, and assessment—accessible, task-rich, integrated-skills, and evidence-informed. Each principle follows the same structure: a brief rationale, policy-level signals, and notes on scope and linkage. Practical routines are in the Practice Companion, and the Standards they support appear in the next chapter.

Core Principles and Concepts: Overview

The Framework is grounded in constructivist and socio-constructivist views of learning. Learners build meaning by engaging with tasks and texts; learning is supported socially via interaction, scaffolding, and shared tools. In language education, these foundations inform learner-centered, communicative, and task-based approaches that feature purposeful activity, interaction, and timely feedback with explicit but brief focus on form. Together, these elements drive language development. In practice, this means rich input and output, collaboration, and explicit strategy use, so learners build language, confidence, and autonomy together.[1] See also Chapter 7 (Curriculum & Pedagogical Overview) for how these translate into lesson routines and unit task cycles. Practical models and success indicators are in the Companion.

Core concept	Why it matters	Classroom/System Signals
Student-centered Learning	Learners build language through purposeful interaction and feedback.	Pair/group work; scaffold --> fade; learner voice & strategy use.
Equity & Inclusion	All learners can access, participate, and show learning fairly.	UDL supports; plurilingual moves; clear criteria; accommodations.
Communicative Competence	English used for real purposes across all skills.	Purposeful tasks; social and academic contexts; interaction & mediation.
Assessment for Learning	Feedback and evidence guide progress toward targets.	Visible criteria; quick checks; actionable feedback; moderation.
Future-Ready Skills	Develops communication, collaboration and teamwork, creativity, critical thinking, cultural awareness, leadership, and digital skills for study, work, and civic life.	Teach-then-apply routines; reflection and teamwork logs; intercultural tasks; simple, ethical digital use.
Teacher Agency	Teachers adapt within shared criteria to sustain reform.	Plan from standards; adapt to help students achieve objectives; professional development.

3.1 Student-centered Learning

Learner agency and interaction drive language development. Students construct meaning, use English for authentic communication, and assume shared responsibility through voice, choice, collaboration, and self/peer assessment. Instruction emphasizes purposeful communicative tasks, meaningful input and output, and a brief context-sensitive focus on form.[2] Teachers draw on adolescents' interests and plurilingual repertoires, using scaffolding to ensure access and progression toward autonomy (UDL/plurilingual moves in §3.2). As standard classroom practice, particularly with large groups of learners, simultaneous pair and group work is the default mode. It multiplies opportunities to produce language, negotiate meaning, and receive feedback, which is consistently associated with gains in accuracy, complexity, and fluency.[3] These practices align with adolescent learners' developmental needs: adolescence is a time of exploration, identity formation, and social connection. When lessons connect to their lived experiences and provide authentic opportunities to share their ideas, motivation and engagement increase.[4]



Student-centered is also learning-centered. Teachers explicitly teach learner strategies, including planning, monitoring, and evaluating processes, as well as strategies for language learning and communication. They provide timely, actionable feedback. They also use spaced retrieval to strengthen consolidation through recall, "look up and say," exit tickets, and distributed reviews that recycle language over time.[5] Teachers circulate to sample, prompt, and target feedback; continuous monitoring of every pair is neither necessary nor feasible for learning gains.[6]

Why it matters.

Task-rich, interactive lessons, delivered primarily through simultaneous pair/group work, expand meaningful L2 use and time on task. Negotiated interaction and 'pushed output' under light monitoring are linked to measurable improvements in learner performance. Coupled with learner autonomy and motivation, they also foster persistence and deeper engagement. Formative feedback and systematic spaced retrieval accelerate durable learning by strengthening retention and transfer. A brief, in-context focus on form, embedded within communicative tasks, enhances accuracy without reverting to a structural syllabus. Purposeful engagement with multimodal texts, paired with short speaking and writing outputs, further develops early digital literacies adapted to local access conditions.

Implementation signals (policy-level)

- Multi-skill task cycles with high interaction: concise pre-task input --> task performance --> reporting phase, with an emphasis on maximizing student talk time and interaction. [7]
- Scaffold, then fade: structured supports (visuals, frames, models) --> guided practice --> gradual withdrawal to promote independence.
- Voice and choice: limited but meaningful options (topic, product, role) embedded within transparent success criteria.
- Strategy routines: quick plan–do–review cycles (e.g., logs tracking "reading for pleasure at home" minutes); structured self- and peer-assessment anchored in clear criteria and exemplars.
- Retrieval and spacing: varied techniques such as look-up-and-say, mini-quizzes, exit tickets, and distributed reviews across weeks to strengthen retention.
- Community-linked mini-tasks: short, authentic uses for real audiences (e.g., creating and displaying simple posters, conducting brief interviews and giving a short presentation about it) followed by guided in-class reflection
- Companion pointers: quick-reference routines and "look-fors" to help teachers make learner voice, strategy use, and feed-back cycles visible in daily practice.

Policy grounding.

Student-centered ELT is grounded in evidence from multiple domains: adolescent development, learner autonomy and interaction, task-based pedagogy, strategy instruction and motivation, formative assessment with feedback, and learning science on retrieval and spaced practice. It also draws on sociocultural theory (e.g., scaffolding and the zone of proximal development), universal design for learning (UDL) and inclusive education research, and studies on future-ready competences such as collaboration, digital literacy, and critical and creative thinking.

Outcome
Learners act as contributors; participation, strategy use, and performance reinforcing one another. This process cultivates confidence, agency, and transferable language skills for success in school and beyond.

Delimitation.
Centers learners' development and strategies; UDL/plurilingual specifics in §3.2; assessment processes in §3.4.

--> Companion:
Routines and look-fors, Guidance on pair/group talk and managing large student-centered classes.

3.2 Equity & Inclusion

Equity and inclusion ensure that every learner can access teaching, actively participate in learning, and be assessed fairly, regardless of gender, location, language background, ability, or specific need. Practically, this entails inclusive environments and pedagogy (UDL-informed options for access/engagement/expression; scaffolded input and multiple ways to show learning), plurilingual orientations (treating Arabic, Amazigh, French, and other languages as assets for learning English), representative materials (gender balance and diverse roles reflecting Morocco's plural identity), and fair measurement (clear criteria, accessible tasks, and approved accommodations).[8]

Scope.
Public education is progressing toward fuller inclusion. This Framework, its Companion, and related materials specify pedagogy, tasks, and assessment practices that reduce barriers now, while informing system supports (e.g., professional development (PD) materials, assessment guidance) as capacity and infrastructure expand.



Differentiation (policy stance).
In ELT classrooms, differentiation ensures that all learners can access, engage with, and demonstrate learning according to their needs and strengths. Anchored in UDL, teachers calibrate access (e.g., prompts and task options), vary processes (e.g., supported or independent practice, games), and diversify products (e.g., written, spoken, multimodal), while judging performance against shared, standards-referenced criteria. This approach affirms learner diversity as a resource, reduces barriers to engagement, and ensures that every student can progress toward common standards through varied, meaningful pathways.

Why it matters.
Equity constitutes a core mandate of the national education system. Framework Law 51-17, the Strategic Vision 2015–2030, and the Road Map 2022–2026 collectively commit schools to guaranteeing fairness and ensuring the success of all learners, including through equitable educational opportunities.[9] International policy guidance underscores the principle that all means all: achievement must not be constrained.[10]Sustained, high-quality language education is therefore essential for strengthening participation, particularly among disadvantaged groups. Equity also informs assessment policy: learners are not to be penalized for construct-irrelevant factors such as modality, the visibility of non-verbal communication, or resource limitations. Approved accommodations are applied, with performance evaluated against shared, transparent criteria to secure fairness and consistency across classrooms and regions.

Implementation signals (policy-level)

Tiered access plans: scaffolded supports (images, frames) that lead to the same success criteria.

Varied processes: flexible grouping; modeled/guided --> independent cycles; visible scaffolds that fade.

Visible criteria & strategies: brief models/frames; routine self-/peer-assessment using shared criteria.

Feedback & retrieval evidence: timely, growth-oriented feedback plus spaced retrieval to consolidate progress.

Plurilingual moves: strategic L1/L2 comparison and translanguaging for planning/clarifying, without changing the construct being assessed.

Fair assessment: construct-irrelevant barriers minimized; varied evidence (choice in tasks), approved accommodations carried across formative and summative uses.

Policy grounding.
National mandate for equitable access; UDL for flexible access, engagement, representation, and expression; plurilingual participation; fair, criteria-referenced assessment.[11]

Outcome.
Learners experience accessible instruction and fair, criteria-based judgments against shared examples; participation broadens and progress becomes visible across groups.

--> **Companion:**
Defines access/fairness conditions; communicative aims in §3.3; assessment policy in §3.4.

3.3 Communicative Competence

Communicative competence means learners can understand, interact, produce, and mediate meaning in English for real purposes and audiences, at age- and proficiency-appropriate levels. It draws on three communicative language competences—linguistic (range & control of vocabulary, grammar, phonology, and orthography), sociolinguistic (register, politeness, norms of socializing), and pragmatic (discourse/genre organization, functional purposes, design of interaction). These communicative competences are supported by general competences (knowledge, skills and know-how, dispositions and identities, ability to learn). Language use is enacted through spoken interaction, prepared speaking, listening, reading, writing, and mediation (CEFR modes of communication). Tasks integrate skills and learners use communication strategies (e.g., asking for clarification, paraphrasing) to co-construct

meaning.[12] At middle-school levels, academic content serves as context for communication: topics and tasks are selected and scaled to age and proficiency, aligning with WIDA's Key Language Uses and CLIL principles of content–language integration.[13]

Why it matters.

Progression descriptors for these competences, from beginner (Pre-A1/A1) levels upwards, allow the curriculum to specify year-level targets, performance expectations, and rubric criteria.[14] Organizing instruction around meaningful, task-based, integrated-skills work enhances the development of usable language and supports transfer from receptive skills (reading/listening) into productive skills (prepared speaking/writing), spoken interaction, and mediation. Embedding age- and level-appropriate academic content in communicative tasks accelerates academic language development and builds foundations for later study in English—without shifting the medium of instruction. In multilingual settings, cross-linguistic transfer further reinforces literacy and strategy use. The Framework leverages this asset while stopping short of early EMI.[15]

Implementation signals (policy-level)

Purposeful tasks with real audiences, scaled to proficiency (A1 --> early-A2 --> A2...).

Cycles of input --> noticing --> guided practice --> output, with focus on form in communicative contexts.

Academic content as context for communication (age-/level-appropriate topics; language as subject, not EMI).

Use of common, standards-referenced rubrics for Interactive Speaking, Prepared Speaking, and Writing keyed to the productive strands (see Chapter 5); full criteria and exemplars live in Appendices 2A-C; decision rules (band-majority + floor) are in Chapter 6.

Interaction/mediation strategies taught and assessed (clarify, rephrase, relay information, explain simple charts/graphs).

At middle school levels (Pre-A1 to A2), mediation is assessed within interactive speaking and short written tasks using the same rubric criteria.

Sociolinguistic appropriacy (politeness, register, 'real world English') and genre/discourse features made explicit.

Policy grounding.
Aligned with CEFR modes of communication (including mediation) and WIDA's focus on academic language, and draws on established models of communicative competence. Emphasizes content-linked, task-based, integrated-skills design (CLIL principles; reading-to-learn), which strengthens usable language and leverages cross-linguistic transfer. At middle school, English remains a subject—not a medium of instruction.

Outcome.
Students use English to understand, interact, produce, and mediate for real audiences and purposes, showing year-level control of language, coherent organization, appropriate register, and effective interaction and mediation.

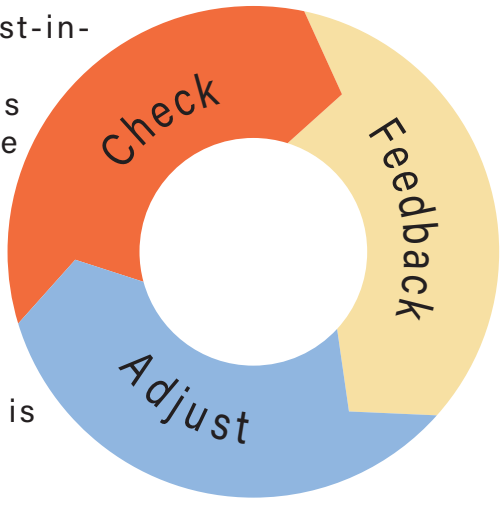
Delimitation.
Defines what "communicative" means; tasks and assessment processes in §3.4; classroom routines in Chapter 7.

Companion:
§Integrated unit tasks, §Embedded communication strategies.

3.4 Assessment for Learning

Assessment serves learning first; selected evidence is summarized for reporting. The Framework distinguishes three complementary purposes: **diagnostic** (to identify starting points and needs), **formative** (to inform teaching and support learners in real time through quick checks, feedback, and self/peer assessment), and summative (to certify and report achievement against year-level targets). End-of-unit progress tests may be used formatively (to guide reteaching and next steps) or summatively (to contribute to grades); the intended use is declared in advance and, if **summative**, follows the Assessment Blueprint (Chapter 6).[16]

AfL makes goals and success criteria visible, elicits just-in-time evidence during instruction, and provides timely, actionable feedback that helps learners take next steps and develop self-regulation. Teachers and students use brief cycles (check --> feedback --> adjust) to keep learning on track across the term.[17] When classroom tasks, feedback, and reporting are aligned, they generate positive washback (the influence of assessment on teaching and learning): assessments reinforce effective teaching, encourage purposeful learning, and strengthen equity by ensuring that what is tested reflects what is taught.[18]



Why it matters.
Regular, classroom-embedded AfL improves achievement and equity when feedback is used to close gaps and when learners engage in self/peer assessment.[19] System coherence is maintained by ensuring that reported tasks reflect what is taught and practiced in class. Alignment details are set out in Chapter 6; the Framework remains the specification for what counts as evidence and how it is judged.[20]

Implementation signals (policy-level)

- Balanced assessment cycle (diagnostic–formative–summative alignment each term)
- Visible success criteria (brief exemplars, annotated models, co-constructed checklists)
- Routine evidence checks (exit tickets, short writes/speaks, "apply" mini-tasks)
- Actionable feedback loops (teacher feedback plus self/peer assessment)
- Common rubric use (Interactive Speaking, Prepared Speaking, Writing)
- Receptive evidence (listening/reading skills, organized by R/I/E/A)
- Future-ready skills evidence (quick-reflects on process, self-assessments, goals and action plans)
- Constructed-response sampling with anchors (short responses, note-taking checks)
- Consistency mechanisms (shared criteria, scored samples, cross-class moderation)
- Progress tracking and next-step setting (against year-level exit targets)
- Assessment guidance briefs (specs, sample items/tasks, scoring notes, anchor responses)

Policy grounding.
Evidence from AfL and evaluation studies shows that formative cycles with clear criteria and actionable feedback improve attainment and self-regulation; system assessments should be curriculum-referenced to support equity and meaningful learning.

Outcome.
Teachers and students act on just-in-time evidence. Feedback cycles yield clear next steps and steady progress toward year-level exit targets. Reported tasks mirror what is taught and practiced.

Delimitation.
Sets policy for formative/summative balance and AfL expectations. Task/item templates, moderation routines, and weighting live in the Companion and in Chapter 6.

--> **Companion:**
§AfL Strategies for Large Classrooms; §Moderation Toolkit; §Item & Task-spec guide lines.

3.5 Future-Ready Transversal Skills

This Framework embeds future-ready competences—critical and creative thinking, collaboration, problem-solving, communication, intercultural fluency, and digital literacy—into everyday English learning. Students explicitly learn selected skills (e.g., managing time, collaborating effectively, reflecting on teamwork) and apply them in age- and level-appropriate tasks for real purposes and audiences.



Academic language acts as an enabler: at each level, learners acquire the vocabulary, structures, and discourse moves needed to talk about processes, evidence, perspectives, and decisions in English. Digital literacy is woven in, using available tools to search for and evaluate information and produce simple multimodal outputs. As access improves, these routines scale to richer online contexts.[21]

Why it matters.
Morocco's Strategic Vision 2015–2030 and Road Map 2022–2026 prioritize transversal skills for employability, innovation, and civic participation. International frameworks echo this focus on knowledge, skills, attitudes and values, and agency.[22] Integrating future-ready skills within communicative tasks, including learning strategies and self-regulation, improves student outcomes and resilience. When social-emotional and metacognitive routines are taught and practiced, learners participate more, persist longer, and transfer what they learn to new tasks and contexts.[23]

Implementation signals (policy-level)

Teach–then–apply mini-lessons (concise input on a target skill followed by a task that uses it)

Visible thinking routines (simple plan–do–review logs; teamwork/product checklists; short reflections)

Language as vehicle (frames for reasons, comparisons, explanations, solutions; brief focus on form for accuracy)

Low-tech and scalable digital use (locate/judge information; create simple multimodal products; analog equivalents where needed with safe/ethical participation)

Process-and-product evidence (light-touch artifacts—plans, notes, peer feedback—alongside final outputs; judged with the same communicative criteria used across the Framework)

Policy grounding.
Future-ready/transversal competence frameworks; evolving skills demand; strategy-based learning and self-regulation; academic language as an enabler.

Outcome.
Learners plan, collaborate, solve problems, and communicate through English to produce simple, real-audience outputs. Metacognitive routines strengthen persistence and transfer, with digital routines scaling as access improves.[24]

Delimitation.
Skills/process emphasis; contexts for application in Chapter 4 (National Standards); formative assessment in §3.4.

--> **Companion:**
§ §Unit Task Checklists & Reflection Prompts.

3.6 Teacher Agency

Teacher agency means teachers use professional judgment to design and adapt learning to their students and context, while operating within shared criteria and exit targets to ensure comparability and fairness. Teachers plan purposeful tasks, embed AfL routines, provide supports so all learners can participate, and use shared criteria and models to make expectations clear. This stance, that teachers are curriculum makers as well as users, is consistent with Morocco's Strategic Vision 2015–2030 and Road Map 2022–2026.[25]



Why it matters.
Reforms succeed when teachers can shape instruction through informed, context-sensitive decisions and collaborate around evidence of learning. Agency grows with strong professional knowledge, assessment literacy, supportive conditions, and collegial work. In turn, it drives uptake, quality, and sustainability of curriculum change.[26]

Implementation signals (policy-level)

Classroom & school practice

Planning from anchor points: use the Standards, year-level targets, and performance levels to set goals, tasks, and success criteria.

Adaptation without drift: tailor tasks and supports to learners' needs and context while staying aligned to communicative aims and desired outcomes.

Embedded AfL cycles: visible criteria, just-in-time evidence, and responsive action (reteach/extend/regroup; next-step feedback).

Calibration of judgments: use the common rubrics and shared anchor samples; run brief cross-class moderation to ensure consistency.

Short professional learning community (PLC) cycles: plan --> try --> review student work --> adjust, using Companion templates and checklists.[27]

System & policy supports

Focused professional learning: PD aligned to this Framework and the Companion (AfL routines, communicative task design, rubric use, calibration), with coaching/lesson study options.

Protected collaboration time: scheduled PLC time with simple protocols and artifacts to capture learning.

Assessment guidance briefs: concise specs, example items/tasks, scoring notes, and anchor responses tied to year-level targets across the modes of communication.

Shared repository development: tasks, texts, and scored student samples linked to the Companion.

Observation and PD time for inspectors: classroom observation and support for teacher learning and growth.

Feedback-oriented use of assessment data: evidence used for improvement, not ranking.

Guaranteed access to core TLM: Teacher's Guide, Companion, rubrics, and minimum low-tech resources (e.g., audio/classroom speaker); scalable digital access as infrastructure expands.

Policy grounding.
Teacher agency as an ecological capacity (professional knowledge × context × reform design); teachers as valued professionals; collaboration and ssessment literacy as levers for sustained implementation.

Outcome.
Schools show aligned task design and brief moderation; teachers iterate in PLC cycles and contribute practical artifacts to a shared repository and/or the Companion.

Delimitation.
Focuses on professional judgement and conditions; standards in Chapter 4, assessment policy in Chapter 6.

--> **Companion:**
§PLC & PD ideas; §Guidance on creating a shared repository.

Endnotes — Chapter 3

1 **Pedagogical foundations and scaffolding in learner-centered, integrated ELT.**
Evidence converges on six pillars: (1) scaffolding within the ZPD as a core design principle—temporary supports (models, frames, visuals, joint construction, guided practice) that maintain cognitive challenge while enabling access, then fade toward independence; (2) interaction and pushed output as engines of development; (3) task-based, communicative cycles with brief, in-context focus on form; (4) strategy instruction and motivation for self-regulation; (5) formative assessment with actionable feedback; and (6) retrieval and spacing for durable learning. Scaffolding moves (snapshot): model --> joint construction --> independent use; sentence starters and discourse markers; tiered texts and task options; prompt + feedback loops. Progression snapshot: scaffolded interaction --> pushed output --> feedback + brief focus on form --> spaced retrieval—recycled across units—moves learners from controlled A1 use toward more independent A2 performance. **Sources:** Vygotsky (1978); Wood, Bruner & Ross (1976); Gibbons (2009); Hammond & Gibbons (2005); Walqui (2006); Lantolf & Thorne (2006); Swain (2000); Ellis (2003); Long (2015); Littlewood (2014); Oxford (2011/2017); Dörnyei & Ushioda (2011); Black & Wiliam (1998); Hattie & Timperley (2007); Roediger & Karpicke (2006); Cepeda et al. (2006, 2008); Dunlosky et al. (2013).

2 **Student-centered ELT foundations.**
Evidence across second language acquisition (SLA) and pedagogy supports learner agency, interaction, and task-based work as drivers of development. Learner-centered curriculum and autonomy frameworks situate students as active agents; task-based instruction organizes learning around purposeful communication with brief, in-context focus on form; scaffolding (images, frames, prompts) makes year-level tasks accessible. **Sources:** Nunan (1988/2004); Little (1991/2007); Benson (2011); Nation & Macalister (2010); Ellis (2003); Long (2015); Willis & Willis (2007); Gibbons (2009).

3 **Interaction, output, and feedback effects.**
Pair/group work multiplies opportunities to produce language, negotiate meaning, and receive feedback. Negotiated interaction and "pushed output" are consistently linked to gains in accuracy, complexity, and fluency; meta-analyses show positive effects of student-student interaction and corrective feedback, and classroom studies document benefits even when teachers are not monitoring every exchange. Brief focus on form within communicative tasks improves accuracy without reverting to a structural syllabus. **Sources:** Long (1996); Swain (1985); Mackey & Goo (2007); Lyster & Saito (2010); Norris & Ortega (2000); Philp, Adams & Iwashita (2014); Storch (2002); Ellis (2003).

4 **Adolescent development and learner engagement.**
Adolescence is a period of exploration, identity formation, and social connection. Research confirms that middle school students are more motivated when lessons link to their lived experiences and provide authentic opportunities to share their voices. **Sources:** OECD (2021); Philp & Duchesne (2020); Mannion & Mercer (2021).

5 **Retrieval and spacing for durable learning.**
Spaced retrieval produces robust long-term retention; simple routines (recall prompts, "look-up-and-say," exit tickets, distributed review) are high-yield and easy to embed in lessons. **Sources:** Roediger & Karpicke (2006); Cepeda et al. (2006; 2008); Dunlosky et al. (2013).

6 **Learning gains without omnipresent correction.**
Well-designed pair/group tasks generate high volumes of meaningful output and negotiated interaction that drive acquisition—even when teachers cannot monitor every exchange. Research shows that (a) learner–learner interaction and "pushed output" lead to measurable gains in accuracy, complexity, and fluency; (b) brief, selective, in-the-moment feedback (recasts, prompts) improves outcomes; and (c) continuous correction is unnecessary and can dampen fluency. Sampling pairs, prompting repairs, and giving a short, post-task focus on form reliably supports progress while preserving high student talking time. **Sources:** Long (1996); Swain (1985, 1995); Mackey & Goo (2007); Norris & Ortega (2000); Li (2010); Lyster, Saito & Sato (2013); Russell & Spada (2006); Philp, Adams & Iwashita (2014); Storch (2002); Bygate (2001); Ellis (2003/2005).

[7] **Integrated skills (multi-skill task cycles).**
Integrated modes (especially interaction and mediation) and task-based use across skills are central to CEFR; research syntheses show that meaning-focused, integrated instruction with brief, in-context focus on form supports attainment; WIDA's Key Language Uses reinforce linking reading–listening with speaking–writing in content tasks; task-based foundations and reading–writing integration further support multi-skill cycles. **Sources:** Council of Europe (2020); Lightbown & Spada (2021); WIDA (2020); Ellis (2003); Long (2015); Graham & Hebert (2010/2011); Graham, Harris, MacArthur & Hebert (2018).

[8] **Equity frameworks for language education.**
CEFR emphasizes plurilingual/pluricultural competence and mediation, positioning learners' full repertoires as assets; WIDA frames equitable participation and inclusive academic language development; UDL (v3.0) specifies multiple means of engagement, representation, and action expression; representation research underscores materials that reflect plural identities.
Sources: Council of Europe (2020) CEFR Companion Volume; WIDA (2020; 2023 briefs); CAST (2024) UDL Guidelines v3.0; Banks (2008).

[9] **National mandate and policy architecture.**
Morocco's core instruments establish equity and language mastery as system priorities and guide phased improvement (expectations, supports, and fair assessment). **Sources:** Loi-cadre 51-17 (2019); CSEFRS (2015) Vision stratégique 2015–2030; MENPS (2022) Feuille de route 2022–2026.

[10] **Global evidence on equity and learner agency.**
International analyses highlight inclusion ("all means all"), equity in opportunity and outcomes, and learner agency/competence as pillars of modern curricula. **Sources:** UNESCO (2020) GEMR—Inclusion and Education: All Means All; OECD (2023) Equity in Education; OECD (2019) Learning Compass 2030.

[11] **UDL implementation and capacity building.**
Practical guidance translates UDL into day-to-day teaching and assessment, aligning with national capacity-building efforts under the Road Map.
Sources: CAST (2024) UDL Guidelines v3.0; Rappolt-Schlichtmann & Daley (2020) UDL Rising to Equity.

[12] **Communicative competence and modes (definitions and models).**
CEFR articulates linguistic, sociolinguistic, and pragmatic competences, supported by general competences, and operationalizes language use via reception, production, interaction, and mediation. Foundational models define communicative competence and intercultural dimensions that inform
classroom goals. **Sources:** Council of Europe (2001/2018/2020); Hymes (1972); Canale & Swain (1980); Celce-Murcia (2007); Byram (1997/2021).

[13] **Academic content as context (age-/level-appropriate).**
Using disciplinary topics as the context for communicative tasks—scaled to learners' age and proficiency—supports academic language growth while maintaining a language-as-subject focus. Frameworks emphasize key language uses linked to content learning, and CLIL research shows that well-scaffolded content–language integration can strengthen communicative competence and literacy without premature EMI.
Sources: WIDA (2020); Gibbons (2009); Coyle, Hood & Marsh (2010); Dalton-Puffer (2011); Zwiers (2014).

[14] **Progression and integrated task design.**
CEFR progression descriptors support year-level targets and rubric criteria. Evidence for task-based, integrated-skills design shows that meaningful tasks with brief, in-context focus on form build usable language and support transfer from reading/listening into speaking/writing.
Sources: Council of Europe (2018/2020); Ellis (2003); Littlewood (2014); Nunan (2022); Oxford (2001); Grabe & Stoller (2011).

15 **Cross-linguistic transfer and EMI stance.**
Research indicates positive transfer across languages for literacy and strategic processing; this supports integrative academic uses of English while cautioning against premature EMI without sufficient proficiency and scaffolds. **Sources:** Koda (2018); Cárdenas-Hagan et al. (2007); Adesope et al. (2010); Bialystok, Craik & Luk (2012); Kroll & Bialystok (2013).

16 **AfL foundations and effects.**
Robust evidence shows that formative assessment—clear goals and criteria, eliciting evidence during instruction, and acting on feedback—improves achievement and builds self-regulation; embedded strategies scale in everyday classrooms. **Sources:** Black & Wiliam (1998); Wiliam (2011); Heritage (2018); Andrade & Heritage (2018).

17 **Feedback for learning.**
Actionable, task-focused feedback that clarifies "Where am I going? How am I going? Where to next?" accelerates progress when learners use it to adjust work and strategies. **Sources:** Hattie & Timperley (2007); Black & Wiliam (1998); Wiliam (2011).

18 **Positive washback (assessment aligned with learning).**
Positive washback occurs when assessment reinforces valued learning: teachers emphasize meaningful tasks, students practice the right performances, and feedback loops drive improvement. Key levers include (1) clear construct alignment—tests sample the same communicative modes, strands, and year-level targets taught in class; (2) task authenticity and cognitive match—items mirror classroom task demands (brief, integrated, purpose-driven use of English); (3) transparent criteria—common rubrics and anchor samples guide teaching, self/peer assessment, and scoring; (4) formative integration—diagnostic and ongoing checks feed just-in-time teaching, not just reporting; (5) professional moderation—shared anchors and brief cross-class reviews support consistent judgments; and (6) consequential validity—systems monitor effects on teaching/learning and equity, adjusting designs to avoid narrowing to discrete-point drills. Policy-to-practice snapshot: Specify constructs --> design instruction and assessment from the same strands/targets --> use common rubrics and anchors --> keep formats familiar (no surprises) --> run light moderation --> use results for feedback and support, not ranking. **Sources:** Alderson & Wall (1993); Messick (1996); Shepard (2000); Cheng, Watanabe & Curtis (2004); Green (2007).

19 **Autonomy and self/peer assessment in L2.**
Structured self-assessment and learner goal-setting strengthen agency and outcomes in language learning when tied to transparent criteria and exemplars. **Sources:** Little (2020); Andrade & Heritage (2018).

20 **Alignment and coherence in assessment policy.**
System assessments should reflect curriculum aims (communicative, task-oriented objectives) to avoid counterproductive washback and to support equity; communicative frameworks (e.g., CEFR) inform validation, while national specifications govern use. **Sources:** OECD (2013); Saville (2013); Stobart (2008).

21 **Academic language as enabler.**
Framing academic language supports talk about processes, evidence, and decisions at age- and level-appropriate levels, integrating content-linked language development with communicative tasks. **Sources:** WIDA (2020, 2023) ELD Standards Framework (Key Language Uses; equity briefs).

22 **Future-ready frameworks and national policy.**
International and national references converge on transversal competences, combining knowledge, skills, attitudes/values, and learner agency; Moroccan policy prioritizes these for employability and participation. **Sources:** OECD (2019) Learning Compass 2030; World Economic Forum (2020) Future of Jobs; Voogt & Roblin (2012) (comparative analysis of 21C frameworks); CSEFRS (2015) Vision stratégique 2015–2030; MENPS (2022) Feuille de route 2022–2026.

23 **Strategies, self-regulation, and SEL.**
Strategy instruction and self-regulation strengthen learning; social-emotional routines improve participation, persistence, and outcomes. **Sources:** Oxford (2017); Griffiths (2018); Durlak et al. (2011) (SEL meta-analysis).

24 **Digital literacies and scalable routines.**
Foundational digital practices—finding, evaluating, and creating multimodal texts—can be taught with low-tech analogs and scaled as access improves.
Sources: UNESCO (2018) Digital Literacy Global Framework; OECD (2019) Learning Compass 2030.

25

Teacher agency and curriculum enactment.

An ecological view situates agency at the intersection of professional knowledge, context, and reform design; Moroccan policy positions teachers as key actors in curriculum implementation. **Sources:** Priestley, Biesta & Robinson (2015); OECD (2020) Teachers and School Leaders as Valued Professionals; CSEFRS (2015) Vision stratégique 2015–2030; MENPS (2022) Feuille de route 2022–2026.

26

Professional knowledge, assessment literacy, and AfL routines.

Agency is strengthened by deep pedagogical/assessment knowledge and by embedded formative routines that generate and act on evidence of learning. **Sources:** Darling-Hammond & Bransford (2005); Wiliam (2011); Heritage (2018).

27

Collaborative professionalism and moderation.

PLC cycles and moderation build shared standards and reliability while improving teaching quality. **Sources:** OECD (2020) Teachers and School Leaders as Valued Professionals; Timperley (2011) Teacher Professional Learning and Development.

4 National Standards (S1– 5)

This chapter defines the national standards—the purposes for which learners use English. Each standard begins with an explanation and brief rationale, and provides policy grounding and high-level examples of use. Use these standards to frame units and tasks. Practical routines and tools are provided in the Companion.

National Standards: Overview

The five national standards anchor curriculum, instruction, and assessment through integrated-skills teaching, year-level exit targets, and performance levels. The standards prepare students for future study and work, while clarifying that English is not a medium of instruction at this stage. Academic and cross-curricular themes provide meaningful contexts for language learning, scaled to learners' age, proficiency, and development.[1]

Five Standards = Purposes of Language Use

The Five Standards at a Glance

Standard	Purpose	Examples	Main assessment focus
1. Social Communication	Interact with peers and adults, express needs and feelings, maintain relationships.	Greetings, introductions, requests, polite agree/disagree, feedback.	Interaction (spoken): Conversation, informal discussion; fluency; sociolinguistic appropriateness; listening.
2. Instructional Participation	Follow routines, engage in lessons, and collaborate on tasks.	Follow directions, ask for help, discuss visuals/ texts, complete organizers, give feedback, use online routines.	Listening & Reading: Prompts and instructions; Interaction: Cooperation, clarification, turn taking, online interaction.
3. Academic Content Use	Access and communicate subject content at age- and level-appropriate levels.	Summarize a process; identify main ideas; interpret charts or texts; present from notes.	**Reception:** Reading/ listening for information; **Mediation:** Relaying text/ data; **Production:** Written/ spoken output—coherence, range, accuracy.
4. Future-Ready Skills	Apply critical/creative thinking, collaboration, communication, intercultural, and digital skills.	Plan a project; compare viewpoints; create a product for an audience; interpret simple data.	**Mediation & Interaction:** Collaboration, co-construction; **Production:** Reports/ presentations; Online interaction for multimodal tasks.
5. Global Issues & Citizenship	Explore perspectives, reflect on values, propose practical actions.	Identify causes/ effects; discuss sustainability choices; plan or present an awareness task.	**Reception:** Reading for information; **Mediation:** Processing text/data; **Production & Interaction:** Presenting viewpoints, giving reasons.

4.1 Social Communication

Standard 1: Learners use English for social communication in school and community contexts.

This standard applies across school and community settings. Students use English to participate with peers and adults; express needs, preferences, and feelings; affirm identity; and initiate, sustain, and repair relationships.

The standard recognizes learners' experiential, linguistic, and cultural resources and positions plurilingual repertoires as assets. It calls for strength-based, inclusive approaches that meet students where they are and intentionally bridge personal/social/emotional domains with academic learning.

Policy grounding.

International references identify social interaction as a core mode of language use and a prerequisite for equitable participation in schooling.[2]

Illustrative applications:

greetings and introductions; classroom routines and collaboration; invitations, requests, and offers; showing interest and empathy; agreeing/disagreeing politely; giving simple feedback.

4.2 Instructional Participation

Standard 2: Learners use English for classroom and online instructional purposes within school.

Standard 2 specifies the language needed to engage with instruction, navigate classroom routines, and collaborate on learning tasks—both face-to-face and, when applicable, online. It includes language for setting norms and routines; following procedures and instructions; requesting clarification and feedback; discussing with peers; and linking personal ideas to academic content and cross-curricular topics. Foundational reading and writing for learning (e.g., reading task prompts, completing charts/tables, note-taking, short written responses) are included as part of instructional language use.

Policy grounding.

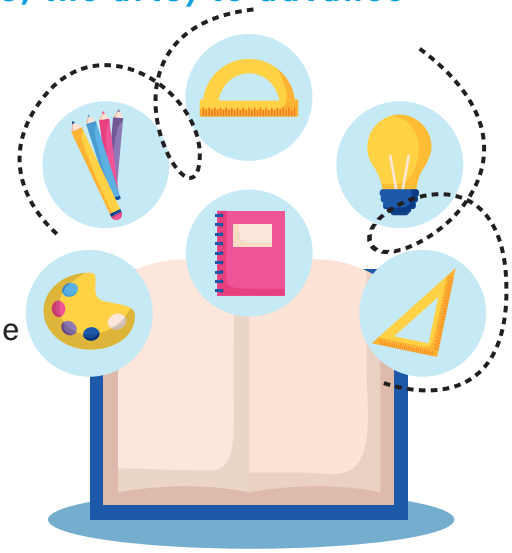
Instructional language is a key domain for inclusion and access in international frameworks.[3]

Illustrative applications:

Establishing norms and routines; following multi-step directions; requesting clarification and help; using sentence frames to discuss texts/visuals; completing organizers; participating in simultaneous pair and group tasks; giving/receiving feedback; basic digital routines, when applicable (logging in, submitting work, online etiquette).

4.3 Academic Content Use

Standard 3: Learners use English to access and communicate academic content (e.g., science, mathematics, social studies, the arts) to advance learning.



Standard 4 integrates critical and creative thinking, problem-solving, collaboration, and communication, alongside learning-to-learn/metacognition, intercultural awareness, and digital literacy, within English tasks.
Learners practice these skills as they process information, co-construct meaning, and communicate ideas in age- and proficiency-appropriate ways.

Policy grounding.
International guidance emphasizes academic-language demands, content-linked tasks, and equitable access to disciplinary learning through English.[4,5,6]

Illustrative applications:
Listening to and summarizing a simple process (e.g., budgeting your money); reading short informational texts and stating main ideas/implications (e.g., an emerging technology); interpreting a map, chart, or graph and explaining key points; giving short presentations from notes; using evidence to support a simple claim in familiar topics; comparing perspectives in age-appropriate social studies content (e.g., report on youth views about the future).

4.4 Future-ready Transversal Skills

Standard 4: Learners develop and apply future-ready transversal skills through English.

Standard 4 integrates critical and creative thinking, problem-solving, collaboration, and communication, alongside learning-to-learn/metacognition, intercultural awareness, and digital literacy, within English tasks. Learners practice these skills as they process information, co-construct meaning, and communicate ideas in age- and proficiency-appropriate ways.



Applied learning through English
Beyond discussing content, learners use English to do something—plan and carry out small investigations, make simple evidence-based decisions, create multimodal products for real audiences (a recipe book for school or hallway poster to promote road safety, for example), and reflect on how their choices affect outcomes. These performance-oriented tasks make future-ready skills visible while keeping language demands calibrated to students' age and developing proficiency.

Policy grounding.
Transversal competences and real-task mediation are highlighted across international references.[7,8]

Illustrative applications:
planning and completing a small project with peers; analyzing simple data in a chart and explaining a conclusion; comparing viewpoints on a familiar issue and giving reasons; creating a short multimodal text (poster/slide/audio) for a real audience; using basic digital routines and safe/ethical online behavior to find, evaluate, and share information.

Implementation note.
Digital skills are included within future-ready skills and woven through tasks to align with MoE aims. Tasks must reflect current infrastructure and classroom realities.

4.5 Global Issues & Citizenship

Standard 5: Learners use English to explore global issues and perspectives, reflect on values, and propose informed solutions to real-world challenges.

Standard 5 develops global awareness and responsible citizenship through English. Learners examine topics such as sustainability and climate, health and well-being, digital citizenship and media literacy, cultural heritage and intercultural understanding, and other age-appropriate issues, connecting local and national contexts to global perspectives. Students are guided to reflect on Moroccan and personal values and to communicate reasoned positions and feasible actions in age- and level-appropriate ways.

Standard 5 is embedded across Standards 1–4: social communication (Standard 1), instructional participation (Standard 2), academic content use (Standard 3), and future-ready competences (Standard 4), providing the contexts and tools through which learners explore issues and communicate ideas.

Policy grounding.
International guidance emphasizes intercultural communication, mediation of ideas, and citizenship competences, with English as a bridge between local identity and global participation.[9,10]

Illustrative applications:
reading/viewing short informational texts and identifying causes/effects or viewpoints; comparing perspectives across regions/cultures and giving reasons; participating in guided discussions about everyday sustainability choices; planning a small awareness activity (poster, short talk, digital message) for a real audience; interpreting a simple graph/map on a global topic and explaining implications.

Endnotes — Chapter 4

1 Council of Europe. (2020). CEFR Companion Volume — overall modes of communication and progression descriptors (interaction, mediation).

2 Council of Europe (2020); WIDA. (2020). English Language Development Standards Framework — social/interactional and instructional language domains.

3 Council of Europe (2020); WIDA (2020) — instructional/participation language for equitable access.

4 Council of Europe (2020) — mediation/interaction in learning contexts.

5 Coyle, D., Hood, P., & Marsh, D. (2010). CLIL. — content–language integrated learning principles.

6 Long, M. (2015). Second Language Acquisition and Task-Based Language Teaching. — purposeful task design; academic tasks scaled to proficiency.

7 OECD. (2019/2021). OECD Learning Compass 2030 — transversal/transformative competencies.

8 Council of Europe (2020); WIDA (2020) — interaction, mediation, and language for learning supporting future-ready applications.

9 Council of Europe (2020) — intercultural communication/mediation.

10 OECD (2019/2021) — global competence and citizenship.

5 Progression, Exit Targets & Performance Levels

This chapter sets national expectations for progression in listening, reading, speaking, and writing so curriculum, teaching, and assessment point in the same direction. It comprises three linked elements:

- **Can Do descriptors** (progress across years and skills)
- **Year-level Exit Targets** (what most learners should achieve by year end)
- **Performance Levels** (how well learners meet those targets)

These elements are underpinned by a concise lexical–grammatical scope.

The progression expectations in this chapter draw on Moroccan classroom evidence. International correspondences shown in Appendices are for reference only; for national use, this chapter is the specification.[1,2] (See Appendix 3: CEFR and PISA Correspondence.)

5.1 Why it Matters

This Framework secures balanced development across listening, reading, speaking, and writing so learners not only understand input but use English purposefully to communicate and interact with growing confidence. To counter common washback that over-privileges discrete items (e.g., grammar), the Framework gives equal weight to productive and receptive skills.[3] Grammar and vocabulary are embedded within meaningful tasks and strengthened through brief, in-context focus on form. Linguistic resources expand and are retained through use.[4,5] Consistent with performance-oriented view of language, this balance improves transfer from reading/listening into speaking/writing and supports progression toward the year-level targets. Coupled with nationally validated year-level targets, this balance also provides a credible basis for monitoring progress now and for phased national and external benchmarking in due course.

Modes of communication note.

Mediation means helping others understand—such as relaying information or working together to make meaning. It is included in interactive speaking and short writing tasks, and assessed using the speaking and writing rubrics.



5.2 Foundational Parameters (Time, Progression, Plausibility)

Middle school learners typically receive ~64 hours/year (≈192 hours over three years) of guided instruction, supplemented by structured, weekly independent study. International evidence indicates that moving from late Pre-A1/A1 to A2/A2+ commonly requires ~180–230 guided hours for adolescent beginners. Given common learner profiles and supports, a Year 3 exit target of A2-Mid is both ambitious and realistic. A2+ (incipient B1) is reserved for stretch (beyond Year 3-exit) performance.[6]

These targets were validated against Moroccan evidence (student work, pilot classes, inspector/teacher feedback) and reviewed in 2024 benchmarking workshops as an initial plausibility and fairness check.

5.3 Entry Points in a Plurilingual Reform Context

Most students begin Year 1 of middle school at Pre-A1 to early A1 levels, drawing on Arabic or Amazigh and literacy in French or Spanish, as well as incidental English from films, music, and social media. This plurilingual repertoire is an asset: cross-language transfer and strategic processing support English development when links are made explicit, though some learners will continue to need literacy scaffolds. [7,8]

As foundational literacy in primary schools improves and opportunities for English exposure expand, students may gradually enter middle school with stronger resources. If English provision is scaled more widely in the upper primary years, entry levels may rise over time. However, international benchmarks confirm that without significant expansion of guided hours in primary years, entry profiles will remain in the Pre-A1 to early A1 range. For this reason, the Year 1 entry point and year-level Exit Targets specified in this Framework remain appropriate. At the same time, the Framework has been designed with a long-term view, ensuring that standards can accommodate system-wide gains as national reforms take effect. [9]

5.4 Scope and Use

Descriptors target familiar, everyday, and school-related academic contexts, scaling complexity by year. Students:

- understand and apply information from texts and talk,
- communicate and collaborate for real purposes, and
- build transferable competences (e.g., critical/creative thinking, collaboration, learning-to-learn) within English tasks.



Progression is spiral and cumulative: skills are recycled, deepened, and extended across grades, with increasing expectations for accuracy, fluency, vocabulary range, and ability to connect and extend ideas. This reflects international principles such as those outlined in the OECD Learning Compass 2030, which emphasizes cumulative learning pathways that build knowledge, skills, attitudes, and values over time (OECD, 2019).

Lexical-grammatical scope

This scope shows how lexical range and structural control grow across Years 1–3. It signals what learners can produce independently and what they can recognize receptively, guiding text selection, task design, and assessment. It is not exhaustive; examples are indicative. Students will also encounter additional vocabulary and structures in supported classroom and assessment contexts.

Table 2. Lexical Development (Years 1–3)

Level	Productive (independent)	Receptive (with support)	Examples/domains
Pre-A1 / Entry A1 (Start Y1)	High-frequency personal words; classroom language (commands); very short phrases	Basic academic labels with visuals (subjects, numbers, simple weather)	mother, father; look, say, stand up/sit down, write
A1 Mid (End Y1)	Broader everyday vocabulary for routines, likes/dislikes, experiences; simple topic words	Simple academic/factual topics tied to class themes (environment, eco-friendly habits)	Classroom items, subjects, numbers; colors; sea/ beach/desert; activities (go to school, do homework, play football); seasons
A1 High (End Y2)	Wider everyday + personal-interest vocab; growing academic set (time expressions; subject terms); begins simple rephrasing	Simple science/social studies concepts	eco-friendly / good for the environment; healthy / unhealthy; waterfall/ mountain; village/city/ suburb; places around town
A2 Mid (End Y3 target)	Solid everyday + topic vocab; expanding use of familiar academic/global words (health, environment, culture, civic topics); chooses words for precision in familiar contexts	Slightly more abstract terms with support; Common academic topics	tired vs. sick; river vs. lake; generous vs. selfish; celebrations; study/learning/ life strategies
A2+ (S-tretch)	Good range of everyday + academic vocabulary with some flexibility; rephrases to avoid repetition; may exhibit emerging synonyms	Early B1 lexis in familiar contexts	exciting --> really fun avoid/ procrastinate/ wasting time

Table 3. Grammatical Development (Years 1–3)

Level	Productive (forms/functions)	Receptive (recognition)	Examples/notes
Pre-A1 / Entry A1 (Start Y1)	Isolated words/chunks; basic imperatives; very simple present with be/have	Recognizes be/ have, imperatives, present simple patterns	My name Ali. --> I am a student.; Stand up. Listen.; I like football.
A1 Mid (End Y1)	Simple affirmative/negative statements and Y/N questions with 'be' and present simple; growing control of word order, pronouns, high-frequency functional phrases; emerging simple past; singular/plural (inconsistent).	Recognizes simple past forms.	She is my friend. / Is she your friend? / She's not my teacher./ Can you swim?
A1 High (End Y2)	Wider everyday + Mostly correct simple sentences with present, past, and emerging future (going to); basic connectors (and, but, because); may attempt modals with limited consistency.	Recognizes common modals (can, must, should, might, will).	I went to the park because it was sunny. / I can swim but I can't surf. / My school is next to a big park.

A2 Mid (End Y3 target)	Mostly correct simple and some basic complex sentences (because, when); consistent present/past/ future; emerging control of perfect; functional language for opinions/ suggestions/ reasons; uses common modals (can, must, should, will, might) and simple comparatives with slips.	Simple passive uses (It was invented in...).	We should clean the classroom. / I would like to join the science club./ I haven't tried karate before.
A2+ (Stretch)	Mostly correct simple + basic complex; attempts more advanced forms (multi-syllable comparatives, simple passives) with occasional slips.	Early B1 structures.	This problem is more interesting... / The room was cleaned yesterday.

5.5 From Knowledge to Use

Knowing words and rules is not enough. The curriculum brings communicative competence to life through short, purposeful, integrated tasks (e.g., relay information from a diagram; make a simple, evidence-based choice; co-construct a plan/choice), with in-context focus on form, functions, and vocabulary words and phrases.[10]

5.6 Skills and Strands (How Performance is Organized)

The Framework organizes evidence by skill (listening, reading, prepared and interactive speaking, and writing). Within each skill, the sub-skills that contribute to performance are organized into strands. These strands are aligned with CEFR and widely used in ELT; they are task-focused and do not reinstate a structural syllabus. Vocabulary and grammar are embedded in performance and judged within the strands—not via separate tests.

Strands are interdependent. Each highlights one dimension of a skill, but performance judgments are holistic. For example, in spoken interaction, vocabulary, grammar, fluency, coherence, and interaction strategies combine to shape communicative competence. Inspectors, curriculum and assessment writers, and teachers should interpret the descriptors as complementary indicators of progress



Receptive Skills: Reading & Listening

Although reading and listening are receptive skills, they require active engagement with texts to comprehend and respond. Evidence is organized under four strands—retrieve, interpret, evaluate, apply (R/I/E/A):

- Retrieve = find/identify what's stated (who/what/when; key details; main idea)
- Interpret = gist, sequence, references, simple inferences/links
- Evaluate = judge relevance/appropriateness, viewpoint/purpose at accessible levels
- Apply = use information to complete a task, make a decision/plan, or create a simple output

"Apply" is included nationally to capture the Framework's emphasis on using input for classroom and real-world tasks.

Spoken Interaction

Spoken interaction is unprepared, real-time talk between students (pairs/small groups) to share information, ask and answer questions, clarify, and make simple decisions. In lessons and assessment, a short think-time (about 30 seconds to 2 minutes) is acceptable before starting so that learners can note key words/ideas, but there is no written script or time to rehearse. Evidence is organized into five strands:

- Spoken Fluency & Coherence = speaking in connected sentences at a workable pace, with ideas in logical order and simple connectors (and, then, because) that make the message easy to follow.
- Interaction & Communication strategies = managing a two-way exchange, including taking turns, asking/answering follow-up questions, clarifying or repairing misunderstandings, and showing engagement.
- Lexical Range & Appropriacy = using enough everyday and topic words (and simple rephrasing) to express ideas clearly, with word choices that fit the task, audience, and context.
- Grammatical Accuracy (includes functions) = using correct sentence forms (tenses, word order, agreement) and functional language to achieve purposes (describe, explain, give opinions/reasons, suggest, etc.).
- Pronunciation (phonological control) = being understood by using clear sounds, basic word/sentence stress, and helpful intonation. Accent is not judged; intelligibility is.

Prepared Speaking

Prepared speaking is a planned, one-way talk or rehearsed performance for an audience, aligned to the unit curriculum. It uses the same language expectations as interactive speaking at the year-level target, with one substitution: Organization & Audience Awareness replaces Interaction & Communication Strategies. Pronunciation explicitly includes audibility/volume for public delivery. Evidence is organized into five strands:

- Organization & Audience Awareness = clear structure, signposting, and audience-friendly delivery (purpose, visuals referenced, good posture, smile).
- Spoken Fluency & Coherence = connected speech at a workable pace; logical ordering with simple connectors.
- Pronunciation (phonological control) = intelligibility, basic stress/intonation, and sufficient volume for full audience.
- Grammatical Accuracy (includes functions) = correct sentence forms and functional language for purpose.
- Lexical Range & Appropriacy = enough everyday/topic words (and simple rephrasing) suited to task and audience.

Writing

Writing is producing short, purposeful texts for real audiences—notes, messages, forms, emails, and short paragraphs. Purpose examples include informing, describing, explaining, and giving opinions and suggestions. It may be interactive (e.g., text/chat exchanges, comments) or prepared (e.g., a short paragraph or poster). In this Framework, writing is taught and judged as a process: brief planning, drafting, revising, editing, and publishing (sharing). Evidence is organized into five strands:

- Task Fulfillment = how well the writing does what the prompt asks (topic, purpose, required parts) and the level of detail.
- Coherence & Cohesion = how clearly ideas are ordered and linked.
- Grammatical Range & Accuracy (includes functions) = types of sentences/range verb tenses and how accurately they are used, including language for purpose (functions) such as giving suggestions.
- Lexical Range & Appropriacy = how varied and suitable words/phrases are for the topic and purpose.
- Mechanics (legibility, spelling, capitalization, punctuation) = how readable the writing is and how well basic conventions are followed.

Mediation is captured within interactive speaking and short written tasks and judged with the same criteria.

See Appendix 2 (Common Rubrics), Chapter 6 (Assessment Blueprint and decision rules)

--> **Companion:** R/I/E/A --> classroom-language crosswalk; item and prompt examples

5.7 Global Year-level Exit Descriptors

The table below summarizes expected outcomes for each year. It sets targets for most learners. Exceeds (A2+/incipient B1) shows stretch performance (not a benchmark for all).

Validation note. Year-level descriptors reflect classroom realities in Morocco and were reviewed in benchmarking workshops. International correspondences (Appendices) are provided for transparency; they do not replace the national targets set here.

Table 4. Global Year-level Exit Descriptors

Year	Listening and Reading	Speaking and Writing
Year 1 A1Mid	Identify familiar words/obvious details in short, clear texts/exchanges; identify gist/main ideas when directly stated. Interpret simple sequence, references, and cause/effect in familiar contexts; begin to notice opinions/ purpose. Evaluate straightforward decisions/relevance for a familiar task. Apply input to make simple choices/complete short tasks with support (e.g., simple prompt, visual).	Produce short, connected sentences in speech on familiar/personal topics using high-frequency words and simple linkers (and, then). Emerging control of present; some past. Express likes/ dislikes; keep interaction going at a basic level. Write short texts (linked sentences) with simple sequencing and punctuation; high-frequency spelling mostly correct.
Year 2 A1 High	Identify several details in short texts/exchanges on familiar personal topics and familiar school/academic topics, even with extra information. Interpret sequence, references, opinions, and implied meaning with growing independence; begin to manage short 3-speaker exchanges/ competing information. Evaluate relevance/appropriateness with brief reasons. Apply input to make choices, complete classroom tasks, and connect ideas to own life with simple explanations.	Sustain short spoken exchanges; ask/answer follow-up questions; give short reasons for opinions. Produce connected spee-ch/writing with more detail; use and/but/ because/when consistently. Grammar: present, past, emerging future (going to); simple complex forms (because, when). Vocabulary: everyday plus some familiar academic/topic words. Writing is more coherent, sequenced; spelling/capitals/end punctuation mostly accurate.

Year 3 A2 Mid (Exit)	Identify main ideas, key and supporting details in short spoken/written texts on familiar and less-familiar general and academic topics, even when phrased indirectly or with extra information. Interpret sequence, references, opinions, and implied meanings, including simple cause/effect and speaker purpose, across linear and non-linear texts (charts, schedules, diagrams). Evaluate relevance, appropriateness, and accuracy of information/decisions/opinions. Apply input to complete multi-step tasks, make choices with justification, and connect ideas to self/peers with reflection.	Sustain conversations with connected speech, detail, and interactional strategies (follow-ups, reactions, turn-taking). Express opinions with reasons; organize ideas into short stretches/paragraphs; begin to elaborate with examples. Grammar: present, past, future with growing control; some basic complex forms (e.g., comparatives, present perfect). Vocabulary: everyday, topic, and some academic words with flexibility. Writing is coherent in short paragraphs, using simple cohesive devices; mechanics largely accurate.

Exceeds (A2+ / incipient B1 — stretch)
A smaller group demonstrate greater flexibility, precision, and control: infer implied meanings more consistently, sustain longer interactions, and apply information across everyday academic contexts. Writing may extend to multiple cohesive paragraphs with wider vocabulary and higher grammatical/mechanical accuracy.

5.8 Progression Snapshots by Skill (Years 1–3)

The tables in this section provide a snapshot of how performance grows by strand within each skill throughout Years 1–3 of middle school. Descriptions are concise and classroom friendly. Full Can Do descriptors appear in Appendix 4 (Can Do: Full Tables).

Table 5. Listening — Can Do (Years 1–3)

Strand	Year 1 (A1 Mid)	Year 2 (A1 High)	Year 3 (A2 Mid)
Retrieve	Identify main facts (who/what/when) in short, familiar-topic speech (limited competing information).	Identify main points and some details in short conversations/announcements on familiar topics with some competing information.	Identify most details in short, clear classroom or academic talks/exchanges, stories, and instructions without repetition.
Interpret	Identify gist and simple sequencing (first/then) in short talk on familiar topics.	Identify gist + key supporting details; follow simple cause/effect or process when context is clear.	Follow short, connected speech with clear organization; identify gist, details, and simple comparisons/explanations.
Evaluate	Say if a statement about a familiar listening text is true/false and give a short reason.	Judge if a choice/decision is appropriate in a familiar context, with a brief reason.	Say whether an idea/action makes sense, giving a simple reason.
Apply	Follow/apply short 2- to 3-step instructions in familiar contexts.	Use information from short familiar texts to complete a task (e.g., choose correctly, follow a simple map).	Use information from short talks or exchanges to fill in a simple chart or follow steps to solve a class task.

A2+ (incipient B1) — stretch: Follow short, connected speech with implied meaning; catch main ideas and supporting details without strain; make simple plan/choice decisions based on what was heard.

Table 6. Speaking — Can Do (Years 1-3)

Strand	Year 1 (A1 Mid)	Year 2 (A1 High)	Year 3 (A2 Mid)
Spoken Fluency & Coherence	Short, linked sentences with some pauses; uses basic linkers (and, then).	Connected speech with some detail; basic linkers (and, but, because) used more consistently.	Connected sentences with detail; uses because/when/ after that; pauses rarely disrupt meaning.
Interaction & Communication Strategies	Answers questions and sometimes asks one; shows interest with short reactions.	Maintains exchanges; asks some follow-ups; uses expressions to show interest.	Sustains exchanges with detail; consistently asks follow-ups; manages turn-taking.
Lexical Range & Appropriacy	Everyday + some topic words; frequent repetition.	Wider everyday + some familiar academic/topic words; can rephrase with support.	Everyday, topic, and some academic words with growing variety; can rephrase/use simple synonyms.
Grammatical Accuracy (includes functions)	Simple present and some past with limited control; basic functional language.	Present/past + emerging future (going to); basic functions (opinions/ reasons).	Mostly consistent present/ past/future; some basic complex sentences (because/when); functions for opinions/advice/suggestions.
Pronunciation (phonological control)	Most familiar words understandable; intonation mostly flat.	Most familiar words clear; some use of stress/ intonation.	Familiar words clear; stress/intonation support meaning; slips don't affect understanding.

A2+ (incipient B1) — stretch: Sustain short stretches with extra detail; use a wider set of connectors/organizers (first/next/later/finally); extend topics unprompted and keep interaction flowing naturally.

Table 7. Reading — Can Do (Years 1-3)

Strand	Year 1 (A1 Mid)	Year 2 (A1 High)	Year 3 (A2 Mid)
Retrieve	Locate and identify main facts (who/what/when) in short familiar texts.	Locate and identify main points and some details in short paragraphs on familiar topics.	Locate and identify most details in short connected texts (letters, posts, simple articles) without support.
Interpret	Get gist and simple sequence (first/then) in short narratives/ instructions.	Get gist + key details; follow simple cause/ effect or comparisons.	Understand gist, details, and basic organization; interpret simple explanations/ reasons (including simple charts graphs).
Evaluate	Say if a statement about a text is true/false and give a short reason.	Judge if a choice/action is appropriate, with a simple reason.	Give a simple opinion on an idea/action in a text, with a brief reason.
Apply	Use information from a very short text to complete a simple task.	Use information from short texts (ads/ notices/profiles) to choose or solve a simple problem.	Use information from connected texts to complete a chart, match information, or make a plan.

A2+ (incipient B1) — stretch: Write a well-developed paragraph (or short set) with smooth cohesion; wider vocabulary and more accurate grammar (incl. attempts at comparatives/ passives); mechanics generally secure.

See Appendix 4 (Can Do full tables) for extended, strand-by-strand indicators for each skill/year.

Table 7. Reading — Can Do (Years 1–3)

Strand	Year 1 (A1 Mid)	Year 2 (A1 High)	Year 3 (A2 Mid)
Task Fulfillment (overall written production)	Several short sentences cover most parts of a prompt; limited detail.	Short paragraph addresses all main parts with some detail.	Connected paragraph fully addresses the prompt with relevant detail.
Coherence & Cohesion	Some linking with simple connectors (and, then).	Logical order; uses simple connectors and sequencing (first/ then).	Clear organization; a range of connectors and sequencing/organizing words (because/when/ after that/in the morning/ finally).
Grammatical Accuracy (includes functions)	Simple present + some past; some correct sentences but frequent slips.	Mostly correct simple sentences in present/past + emerging future (going to); functional phrases (likes/dislikes, reasons).	Mostly correct simple and some basic complex (because/when); consistent control of present/past/future; functions for opinions/ advice/suggestions.
Lexical Range & Appropriacy	Everyday + some topic words; repetition common.	Wider everyday + familiar academic/ topic words; attempts at rephrasing.	Everyday, topic, and familiar academic/ global words with growing variety; can rephrase to avoid repetition.
Mechanics (Legibility, Spelling, Capitalization, Punctuation)	Usually capital at start and end punctuation; high-frequency spelling mostly correct.	Consistent capitals and end punctuation; highly familiar topic spelling mostly correct; slips on less common words.	Consistent sentence punctuation/capitals; familiar-topic spelling mostly correct; begins to use commas (lists/longer sentences).

A2+ (incipient B1) — stretch: Write a well-developed paragraph (or short set) with smooth cohesion; wider vocabulary and more accurate grammar (incl. attempts at comparatives/ passives); mechanics generally secure.

See Appendix 4 (Can Do full tables) for extended, strand-by-strand indicators for each skill/-year.

5.9 Detailed year-level exit targets & Performance levels (How Achievement is Evaluated)

The detailed year-level Exit Targets specify what most learners should achieve by year end in each skill and strand. These are the operational benchmarks for unit design, task/item specifications, and exam blueprints. See Appendix 5 (Exit Targets-detailed tables).



Performance Levels describe the extent to which those outcomes are achieved. The four levels – Does Not Meet, Partially Meets, Meets, Exceeds – provide a consistent reference for judging learner performance across classrooms and regions. Levels are applied with the common rubrics, and decision rules (band-majority + floor rule, see Chapter 6).

The four performance levels are defined as follow:

Does Not Meet
Students at this level are performing below the expected standard. Their work shows limited control of language and frequent gaps in understanding or production. They often require significant support and cannot yet demonstrate the skills independently.

Partially Meets
Students show some ability to perform the tasks expected at their year level but with noticeable limitations in accuracy, fluency, or consistency. They may succeed with familiar topics or strong support but struggle to transfer skills independently.

Meets
Students are performing at the expected year-level standard. Their language use is generally accurate, fluent enough for communication, and appropriate to tasks and topics. They can complete most year-level tasks with confidence, showing readiness to progress to the next stage.

Exceeds
Students go beyond year-level expectations. Their performance is stronger, more flexible, and more consistent than required. They may use a wider range of vocabulary and structures, show creativity in expression, or demonstrate emerging skills from the upper edge of the A2/incipient B1 proficiency band.

These levels allow for consistent interpretation of student performance at the classroom level and for aggregation of results across schools and regions, supporting system-level monitoring and reporting.

See Appendix 6: Full Performance Levels by year, with scope notes to guide decision making.

--> **Companion:** §Moderation notes and classroom look-fors

Endnotes — Chapter 5

[1] **International correspondance (CEFR & PISA, non-normative).** Council of Europe (2018, 2020) — CEFR proficiency and companion descriptors; OECD (2023) — PISA FLA framework. Correspondence tables are provided for cross-walk and transparency; the National Framework remains the operative specification for Morocco.

[2] **CEFR-informed proficiency progression (national specification prevails).** CEFR modes/scales inform progression and reporting; the **national Framework remains the specification** for teaching,
assessment, and decision rules. Sources: Council of Europe (2018; 2020 Companion Volume).

[3] **Curriculum–assessment alignment & positive washback.** Classroom and system assessments should reflect communicative, integrated-skills aims to avoid distortion and drive instructional coherence; moderation and rubrics support comparability. Sources: OECD (2013); Council of Europe/ALTE (2011, rev.); OECD (2023, FLA constructs).

[4] **Progression, balance & integrated/task-based pedagogy.** Knight (2018) — learning hours estimates for additional languages; Council of Europe (2020) — action-oriented, performance focus; Ellis (2003) & Littlewood (2014) — task/communication-oriented teaching; Dalton-Puffer (2011) — CLIL principles and L2 advantages.

[5] **Integrated skills & literacy outcomes.** Graham & Hebert (2010/2011) and Graham, Liu, et al. (2018) — integrating reading–writing improves literacy outcomes; Ellis (2003); Littlewood (2014) — integrated/task-based instruction; Dalton-Puffer (2011) — content-linked multi-skill learning benefits.

[6] See Endnote 2.

[7] **Inclusive academic language & plurilingual orientations.** Language development leverages students' full repertoires and embeds academic purposes; UDL operationalizes access (flexible input, engagement, and expression). Sources: WIDA (2020; 2023 update); CAST (2018/2022, UDL); OECD (2019,
Learning Compass).

[8] **Middle school entry profiles and literacy.** Students' plurilingual repertoires (Arabic, Amazigh,
French/Spanish) provide a strong base for English through cross-language transfer and strategy use. As foundational literacy improves and limited English provision expands in upper primary, learners may arrive in Year 1 with stronger resources. However, international benchmarks indicate that without large-scale exposure in primary grades, entry levels will remain in the Pre-A1 to early-A1 range, and middle school exit targets will not require adjustment. **Policy-to-practice snapshot:** Build on existing literacy and plurilingual skills --> make transfer explicit in tasks --> provide scaffolds for students still consolidating literacy --> monitor system trends but keep Year 1 entry assumptions stable until provision changes substantially. **Sources:** Cárdenas-Hagan, Carlson, & Pollard-Durodola (2007); Cummins (2007); García & Wei (2014); Knight (2018); OECD (2019)

[9] **Long-term orientation in Framework development.** Frameworks must balance current realities with adaptability in the face of long-term reforms. Morocco's literacy investments are expected to strengthen students' repertoires, but international evidence shows that only large-scale expansion of guided hours leads to significant shifts in entry profiles. **Sources:** Cárdenas-Hagan, Carlson, & Pollard-Durodola (2007); Cummins (2007); García & Wei (2014); Knight (2018); OECD (2018, 2019).

[10] See Endnotes 2 & 3.

6 Assessment Blueprint (Policy)

This chapter establishes the national policy for how English is assessed in middle school. It situates summative assessment within a broader learning-oriented system that serves three complementary purposes: diagnostic (to identify starting points and needs), formative (to guide day-to-day teaching and feedback), and summative (to report achievement against year-level targets). The Blueprint specifies what evidence counts, how performance is evaluated, and how results are reported.

Policy scope. This Blueprint specifies evidence types, criteria, and decision rules so judgments are fair and comparable. Weightings, mark conversions, report formats, and grade-book rules are governed by MoE/AREF policy and may be updated. Where guidance is issued, it prevails; this Framework informs those policies to keep classroom assessment aligned with national
expectations.

--> Companion: §AfL in large classrooms; §Diagnostic guidance; §Item & Task Samples

6.1 What is Assessed

This Framework focuses assessment on CEFR-aligned modes of communication: reception (listening/reading), production (prepared spoken/written), and spoken interaction (unprepared exchanges). At middle school levels, mediation is captured within interactive speaking and short written tasks. Receptive evidence is organized and judged using R/I/E/A (retrieve, interpret, evaluate, apply) strands. Prepared writing/speaking (productive) and spoken interaction evidence is judged using the five speaking and five writing strands defined in Chapter 5.

--> Companion: §Item samples (reception); §Task samples (production/ interaction)

6.2 Assessment Purposes and Cycle (Policy)

The MoE's policy is that assessment should advance and report learning. Use this three-part cycle to locate starting points, steer instruction, and report achievement against year targets.

Diagnostic (start-of-year and as needed)

Within the first 2–3 weeks, schools administer a short, non-graded diagnostic aligned to this Framework's strands (R/I/E/A; productive; spoken interaction criteria). Diagnostics may use brief tests and/or diagnostic learning tasks. Include both:

(a) targeted discrete-point probes (e.g., grammar-in-context, vocabulary sets, mechanics) to locate specific gaps, and

(b) short skill samples (e.g., a brief write scored with the common criteria, a short interactive or prepared speaking; listening/reading items for gist/detail).



Discrete checks inform instruction but do not substitute for skill assessment. For example, a mechanics check alone is not a writing diagnostic. Diagnostic results guide planning and supports. They are not used for grading, selection or ranking of learners.

Formative (ongoing)

Teachers embed frequent, low-stakes checks (e.g., exit tickets, short writes/speaks, quick “apply” prompts) and give actionable feedback. Learners use criteria and exemplars to self/peer-assess and track progress toward year-end targets.

Summative (term/annual; school and regional)

When reporting achievement, tasks and scoring mirror classroom practice and the common rubrics. Decisions use the band-majority + floor rule and the four performance levels (Does Not Meet, Partially Meets, Meets, Exceeds).

Unit test and task purposes & assessment stances



Unit tests and tasks. End-of-unit progress tests in the Student Book may serve either formative purposes (feedback, reteaching, next steps) or, where schools choose, summative purposes. The intended purpose is stated in advance. If summative, weight per this Blueprint and MoE/AREF guidance. Each unit also culminates in an integrated task; schools state in advance whether it is used formatively (feedback and adjustment) or as part of summative reporting. In both cases, the common rubrics and decision rules are applied.

No-surprises stance. Summative tasks sample the same modes, strands, and criteria used formatively. New constructs or formats are not introduced at reporting time.

Fairness & access stance. Diagnostic and formative accommodations (plain language, visuals/prompts and extended time where appropriate) carry through to summative contexts to minimize construct-irrelevant barriers (see §6.8; §3.2 Equity & Inclusion).

--> **Companion:** §AfL Strategies; §Moderation Toolkit; §Diagnostic & Progress-Check Guides; Student-facing criteria-aligned self-assessment examples

6.3 Evidence Sources & Tasks (Summary)

Gather a balanced mix of task types across the year, aligned to the modes and strands:

- Reception: short texts and audio with level-appropriate R/I/E/A items; note-taking checks; “apply” mini-tasks.
- Spoken interaction: real-time pair/group tasks; unprepared role-plays; short discussions. Between 30 seconds and 2 minutes of prep time is allowed for spoken interaction tasks.
- Prepared Speaking: brief talks with visuals/notes and unit task short presentations and performances.
- Writing: short messages, emails, linked sentences/paragraphs; unit test and unit task products.

--> **Companion:** §Item & Task samples

Culminating unit task (integrated performance)

Each unit includes a short integrated task in which students apply language and skills to produce a real-purpose output (e.g., a brief prepared talk with a visual, a short written product, a simple multimodal artifact). The unit task consolidates vocabulary and structures taught in the unit and recycles prior learning. It also integrates future-ready skills. It typically offers students a choice among three prompts to support engagement and expression.

Purpose. The unit task is the primary classroom evidence that students can use English for a meaningful purpose and with some independence. Tasks draw on receptive input (e.g. information search, an interview) and producing prepared speaking and/or writing.

Design parameters (policy-level):

Authentic purpose & audience: prompt specifies what to do and for whom; length and, where appropriate, time limits are stated.

Integrated evidence: task may include a short input (e.g., information search or interview) so that R/I/E/A can be observed alongside productive performance.

Choice with common criteria: offer ~3 options; all map to the same success criteria/rubrics.

Accessibility: provide UDL scaffolds (models/frames/visuals) at plan stage; remove/reduce supports at performance stage as appropriate.

Work time: allow in-class time to plan/produce; schedule brief presentation/ publishing windows (e.g., class or small-group shares, hallway displays).

Individual evidence: for team tasks, capture a short individual contribution (e.g., 30-to 60-second micro-presentation or brief individual reflection) for scoring.

Scoring & records. Score language with common rubrics (Prepared Speaking and/or Writing). If used, the Task Achievement checklist is completed first (Met/Not Met), then score language. Process artifacts (plans/notes/peer feedback) are used formatively, not scored. Apply the decision rules (band-majority + floor). Keep a simple class profile (by strands) to inform next steps.

Use. There is a unit task for each unit. Schools may designate it formative or summative. The intended use is declared in advance. When used for summative purposes, weightings follow MoE/AREF guidance. Brief cross-class moderation, with shared samples as anchors when available, is strongly encouraged to support
consistency.

Fairness & modality. Do not penalize for modality constraints (e.g., audio-only or paper-based visuals); non-verbal behaviors are supportive but not required (audio-only product, for example). Apply accommodations per school policy while keeping criteria constant.

--> **Companion:** §Managing unit tasks with sample checklists

6.4 Scoring & Decision Rules

Apply these common rules to convert evidence into consistent, defensible judgments.

- Use the common rubrics (Interactive Speaking, Prepared Speaking, Writing).
- Apply the band-majority + floor rule for year-level decisions.
  - Band-majority = most criteria sit at the target band.
  - Floor = specific criterion cannot sit below the floor (e.g., Pronunciation for speaking; Mechanics for writing).
- Treat A2+ as exceeding Year 3, not a new target.

Reporting conversions. Any translation from rubric/performance-level judgments to marks or grades follows MoE/AREF guidance.

See Appendix 2 (rubrics) and Chapter 5 (year targets and strand meanings).

6.5 Performance Levels & Reporting

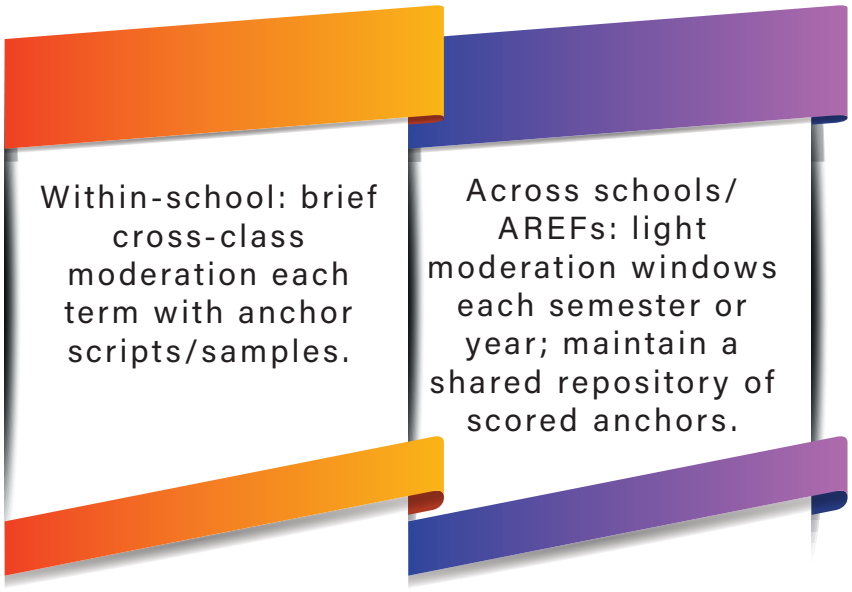
Apply these common rules to report on performance levels.

- Report using four levels (Does Not Meet, Partially Meets, Meets, Exceeds) relative to the year target.
- Use the common rubrics plus anchor samples for consistency.
- Conversion of performance levels to marks/grades and any transcript/ report-card formats follow MoE/AREF policy.

See Appendix 6 for Performance Level Descriptors by grade & skill.

6.6 Moderation & Quality Assurance

Use these moderation steps to keep judgments calibrated within and across schools.



--> **Companion:** §Moderation Toolkit (teacher-facing)

6.7 Benchmarking & Standard-setting

The following two-step approach will enable the MoE to set national standards and, where needed, link externally.

- National standard-setting: establish official cut scores and reporting thresholds from student evidence (pilot/operational samples), confirming the appropriateness of year-level targets and performance level descriptors.
- External linking (optional, periodic): conduct international linking or reference studies for transparency and comparability. International correspondences are informative, not prescriptive. The Framework remains the specification for teaching, assessment, and reporting.

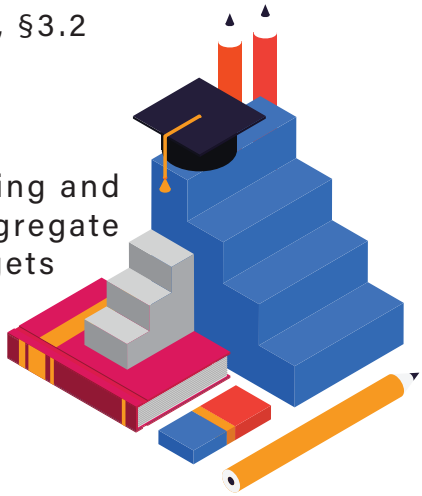
Documentation. Procedures, panels, technical notes, and annual calibration cycles are maintained by the AREF.

6.8 Fairness, Access & Accommodations

Minimize construct-irrelevant barriers: plain prompts, visual support where appropriate, modality-fair scoring, and approved accommodations that hold criteria constant. For policy signals, see Chapter 3, §3.2 (equity & inclusion).

6.9 Data Use & Accountability

Use assessment evidence as feedback to improve teaching and support; avoid ranking schools by a single measure. Aggregate results to monitor equity and progress against year targets and triangulate with additional indicators where appropriate.



7 Curriculum & Pedagogical Overview

This chapter shows how the Framework's standards and year-level targets are operationalized in materials, units, lesson routines, and tasks. The aim is that what is taught, practiced, and assessed is coherent across classrooms and regions. The Companion provides the practical "how" (routines, task models, TLM-use guidance, and look-fors).

7.1 Design Principles

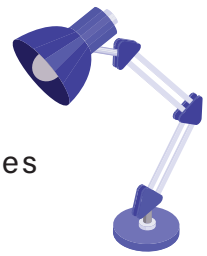
Teaching and learning materials align with Chapter 3's principles and concepts, Chapter 4's standards, and Chapter 5's modes of communication/strands. Policy signals for materials and practice alignment include:

Purposeful tasks. Units center on doing things with language (conversations, processing texts, solving small problems, creating simple products) rather than only isolated drills.

Social interaction and scaffolding. Simultaneous pair/group work, models/frames, and teacher prompts support entry and gradual independence; brief, in-context focus on form and feedback refine accuracy.

Retrieval and integration. Short recall, spaced review, and integrated skill cycles strengthen transfer, fluency, and long-term retention.

Embedded grammar and vocabulary. Grammar and vocabulary are embedded in use, not taught as separate tracks. Brief focus on form and accuracy occurs within meaningful tasks.



7.2 Unit Architecture

Every unit elicits evidence towards the year-level target and recycles skills and language cumulatively. At minimum, each unit includes

- Clear objectives keyed to standards/strands and the year-level target.
- Integrated input and use (listening/reading feeding speaking/writing) with brief, contextualized language focus.
- Vocabulary and grammar in use (words/phrases, forms/functions introduced in context and practiced within communicative tasks).
- Extensive reading (Drop Everything and Read, DEAR) lesson tied to the unit theme. Emphasis is on enjoyment, overall comprehension, and linking ideas to self. DEAR lessons are not used for intensive reading practice. Use of multiple images supports comprehension of key events.
- Culture/global citizenship lesson (often with an explicit future-ready skill) linked to overall unit theme or educational goals.

- Unit test (progress check). Schools determine if it is for formative or summative use, per Chapter 6.
- Culminating unit task (integrated performance with student choice; scored with the common rubrics). Student-friendly rubrics provide clarity and encourage self-assessment.
- Unit-end Stop & Check (student self-assessment in Can Do language, with short student-friendly examples/criteria).

No-surprises principle: the same strands, criteria, and task types appear in classroom work, unit tasks, and reporting (see Chapter 6).

--> **Companion:** §Implementing unit structure/elements §Implementing Stop & Check (self-assessment) with adolescent learners

7.3 Lesson Routines

Lessons follow integrated skills cycles that keep the focus on communicative language use:

Encounter ● Quick-use ● Input ● Notice ● Guided Practice ● Fluent Use ● Reflect

- Encounter: activate background knowledge; preview key vocabulary in context.
- Quick-use: personalized, simultaneous, interactive pair/small-group talk or game to practice vocabulary.
- Input: short, level-appropriate listening/reading linked to the unit task.
- Notice: brief focus on form/functions emerging from the input.
- Guided Practice: supported speaking/writing that recycles input.
- Fluent use: short communicative output (interactive speaking and/or writing) that recycles lesson-specific and previously learned language.
- Reflect: quick formative check against criteria; plan next steps.

Lessons use multiple integrated cycles, all working towards fluent use in writing and speaking. In most cases, fluent use in spoken interaction (real-time speaking) is emphasized. Prepared speaking is also addressed in lesson activities and in unit tasks.

--> **Companion:** §Planning Integrated Cycles §AfL Strategies §Feed-forward Strategies

7.4 TLM & Purpose

Resources validated by the MoE to support teaching and learning are outlined in this section. Student materials (student book and independent learning activity book—ILAB) are available through MoE-approved publishers. Teaching resources are provided by AREFs.

Student Book. Start-of-year diagnostic and review tasks; unit/lesson objectives; integrated-skills lessons; one extensive-reading lesson; one culture/global citizenship lesson; unit test; unit culminating task; unit stop & check (self-assessment). Lesson cycles consistently link meaningful vocabulary input --> brief personalization --> input task --> short output.

Teacher's Guide. Year-end outcomes and implementation guidance; unit overviews; step-by-step lesson notes with activity objectives; color-coded tips for differentiation (more support/more challenge), teaching (e.g., classroom management, pronunciation, student feedback), expansion/extension.

ILAB. Structured retrieval and practice aligned to lessons; vocabulary, grammar, reading and writing tasks; prepared and interactive speaking prompts; a story/text linked to the DEAR theme; answer key for self-tracking. Baseline availability in hard copy; may be adapted for interactive digital use where schools guarantee device access or offline-ready content for all learners.

Audio. All classroom listening tracks; additional audio to support select reading tasks.

Digital flashcards. Visuals from the Student Book (especially vocabulary) activate prior knowledge and support comprehension in listening and reading.

Curated video links. Curriculum-aligned clips to enrich topics with multimodal input where access allows.

Practice Companion. Practical "how-to": routines, differentiation, item/task samples, moderation toolkit, and scored anchors aligned to the Framework.

--> **Companion:** §Materials Map

7.5 Access and Scalability (Low-tech --> Digital)

Policy signals for access and scalability are outlined below:

- Baseline: print + audio resources are sufficient to enact the Framework with fidelity across contexts.
- Scalability: where infrastructure permits, digital flashcards and curated video links are used to enrich input; offline or hard copies are preferred in low-bandwidth contexts and/or where projectors/displays are unavailable.
- Fair access: ILAB is available in hard copy unless reliable device/connectivity or offline content is guaranteed and adapted for interactive digital use.

UDL alignment: multiple means of engagement/representation/action and expression are enabled without changing success criteria or expectations.

7.6 Alignment with Assessment

What students learn and how they demonstrate it in lessons mirror the task types used for summative assessment. Key policy signals include:

- Evidence continuity: unit work and the culminating unit task generate the same kinds of evidence used in progress checks and reporting.
- Common rubrics: Interactive Speaking, Prepared Speaking, and Writing rubrics apply; Task Achievement is checked separately where used. Student-friendly are used in lessons.
- Records: teachers keep a simple skill/strand profile per learner to inform feedback and next steps toward the year-level target.

See Chapter 6's Assessment Blueprint for more detail on assessment.

--> **Companion:** §Student-friendly rubrics; §Summative task guidelines

7.7 Roles and Quality Assurance

Teachers, inspectors, school leaders, and AREF teams support implementation and quality assurance to sustain system coherence. Policy signals include:

- Teacher implementation of routines, evidence gathering, common-criteria scoring, and reporting against year-level target.
- Inspector and school-leader support for implementation and moderation to sustain consistent expectations across classrooms.
- AREF/national maintenance of shared anchors and periodic materials review for alignment to standards, strands, and year-level targets.

8 Implementation & Support (Policy)

This chapter sets the system conditions that enable consistent, equitable implementation of the Framework across schools and regions. It includes policy expectations for moderation and calibration, professional learning, equity and access, knowledge management (shared repository), and baseline resource & provisioning. Detail on "how" sits in the Practice Companion.

8.1 Purpose

The aim is to ensure a light but reliable infrastructure that makes teaching, assessment, and reporting coherent nationwide: common criteria, routine calibration, practical professional development, equitable access to materials, and a shared bank of scored anchors and tasks.

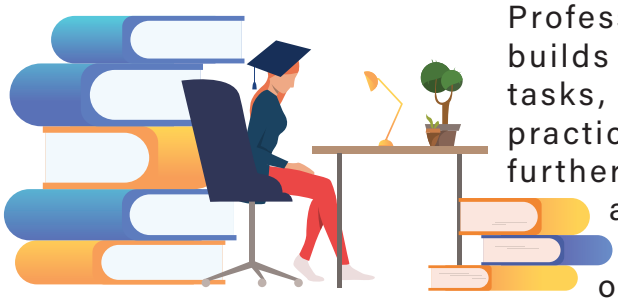
8.2 Moderation & Calibration

The Framework aims to secure fair, comparable judgments against year-level targets. Policy signals include:

- Within-school moderation (each term): brief cross-class calibration using shared anchors for Interactive Speaking, Prepared Speaking, and Writing; record notes on typical evidence and decision rationales.
- Across-school/AREF moderation (once/semester or year): light sampling of scored student work; short calibration meetings; create and maintain a regional anchor set.
- Tools & records: use the common rubrics; apply band-majority + floor rule; keep simple moderation notes (who/what/when, anchor references, adjustments agreed).

--> **Companion:** §Moderation Toolkit, §Anchor Use & Storage

8.3 Professional Learning



Professional learning, done in community, builds shared understanding of standards, tasks, and scoring, strengthens classroom practice (AfL, routines, differentiation), and further develops teacher confidence and agency. PD may take many forms (online modules, in-person workshops, peer observations, school-based clinics). Over time, teachers demonstrate the following in practice:

- **1- Curriculum & Unit Architecture Understanding**
  Teachers map standards and core principles/concepts to the Student Book, ILAB, and Teacher's Guide; explain how units are structured; and show how they implement key elements (unit tests, unit tasks, self-assessment) within regular routines.
- **2- Student-centered Learning in Large Classrooms**
  Teachers articulate the purpose of student-centered activity and run simultaneous pair/small-group tasks and games with clear classroom management routines. Lessons feature high rates of student use of English beyond the word/phrase or sentence level.
- **3- Planning and Teaching Integrated-skills Lessons**
  Teachers identify integrated cycles in the materials and plan/adapt lessons accordingly. When splitting a textbook lesson over two periods, they design a short fluent-use task (speaking and/or writing) to close the first lesson.
- **4- Integration of Extensive Reading (DEAR) into Practice**
  Teachers distinguish intensive vs. extensive reading, state DEAR ("DropE-verything And Read") purposes, select/adapt strategies for DEAR lessons, and promote DEAR@Home with simple ways to log time and texts.
- **5- Set Up and Provision of Feedback on Unit Tasks**
  Teachers set up unit-task work during lessons, share and use student-friendly rubrics, assess performance, and provide timely, growth-oriented feedback. They capture individual evidence (for group tasks) and record brief next-step notes.
- **6- Assessment for Learning (AfL)**
  Teachers explain AfL's purpose and benefits, select/adapt AfL strategies at planned points in lessons, and show how evidence from checks informs immediate teaching moves. Lesson plans flag the specific AfL strategies to be used.
- **7- Universal Design for Learning (UDL) Understanding & Differentiation**
  Teachers summarize UDL's "why" and apply strategies that vary engagement, representation, and action/expression. They use flexible grouping and select and adapt "more support/more challenge" options (e.g., sentence frames/ extra detail prompts) to strengthen participation and progress for learners of different levels. Teachers also anticipate, select and adapt strategies to create a safe and respectful learning environment inclusive of learners with diverse profiles (e.g., positive roles for very active learners; quick energizers to engage low-energy learners; use of "feedback sandwich" for praise and error correction).
- **8- Administration of Diagnostics & Use of Results**
  Teachers communicate diagnostic purpose to students, administer short mixed-evidence probes (discrete checks + skill samples), interpret results to plan supports, and guide students to set simple personal learning goals.
- **9- Use of Common Rubrics & Decision Rules**
  Through scoring clinics with anchors, teachers apply the common rubrics consistently, justify judgments with evidence from student work, and use the band-majority + floor rule for year-level decisions.

--> **Companion:** §Curriculum & Materials Overview; §Unit Task Strategies; §DEAR Strategies; §Self-assessment with Adolescents Strategies; §Differentiation Strategies; §Diverse Learner Inclusion Strategies; §Student-centered Strategies for Large Classrooms; §Rubrics & Moderation Guide

8.4 Equity & Access (Operational)

This Framework targets the minimization of construct-irrelevant barriers so all learners can participate and be judged fairly. Policy signals include:

Baseline accessibility: plain prompts; visuals where appropriate; clear time signals; modality-fair scoring (no penalty for lack of slideshow, etc.).

Approved accommodations: extended time, alternative response modes, enlarged print—applied consistently across diagnostic, formative, and summative contexts.

Plurilingual moves: strategic (though limited) first-language use for planning/clarifying; transparent expectation for English outputs.

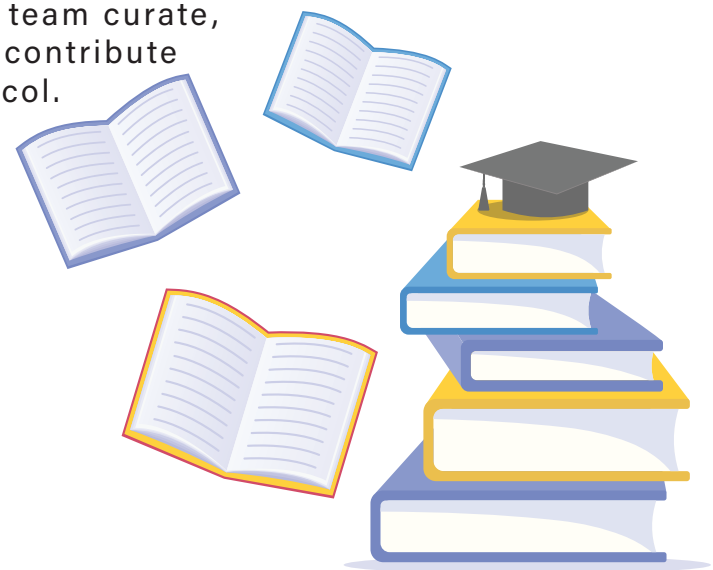
Materials parity: All students have access to the student book and ILAB. ILAB is available in hard copy unless device/connectivity or offline-ready digital content is guaranteed for all.

8.5 Shared Repository

Maintenance of a national knowledge base improves consistency and reduces workload. Contents to be developed and maintained over time are outlined below:

- Scored anchors (audio/text) for Interactive Speaking, Prepared Speaking, and Writing (by year-level target and performance level), with commentaries.
- Reception item/task samples keyed to R/I/E/A, with brief specs.
- Unit task success-criteria checklists and sample student products.
- Moderation briefs and short technical notes (decision rules, common pitfalls).

Governance. AREFs and/or a national team curate, version, and refresh annually; schools contribute samples via a simple submission protocol.



8.6 Resource & Provisioning Policy (Baseline and Recommended)

The table in this section outlines core resources needed to implement the middle school English language curriculum. The table outlines items, the baseline (requirements/non-negotiables), and recommended resources when feasible. The notes column indicates policy signals for monitoring.

Item	Baseline (required)	Recommended (where feasible/future step)	Notes / Policy Signals
Student Book (per student)	Print student book	Class PDF or digital view (if projector available)	Core curriculum; aligns to units, routines, tasks
ILAB (per student)	Print workbook	Future step: Interactive digital ILAB	Must be available in print unless universal device/offline access is guaranteed
Teacher's Guide (per teacher)	One digital PDF copy per teacher	One print copy per teacher Digital TG (searchable PDF)	Includes differentiation notes, AfL guidance, listening scripts
Common rubrics	Printed class set + school master	Laminated class sets; student-friendly versions posted	Use for classroom, unit tasks, moderation, reporting
Anchor samples	No immediate requirement	Future step: School-level pack (audio/text) for summative assessments Future step: AREF-level pack (expanded)	Store centrally; use in periodic calibration
Audio for listening	All audio (offline), play-back device	Classroom speakers; rechargeable device	Print scripts not required for students
Visuals / flashcards	Print not required	Digital flashcards via projector	Choose print if no projector/unstable power
Curated videos	Not required	Used where projectors/ devices allow	Optional enrichment; align to unit topics
DEAR materials	Short texts in Student Book	Class or Library "DEAR corner" (leveled readers/printouts)	Emphasis on enjoyment and overall comprehension
Assessment admin	Photocopies/printable templates	Simple digital forms (offline-capable)	Keep scoring sheets and moderation notes
Display / publishing space	Wall/board space	Rotating displays in school for unit tasks	Supports recognition and motivation
Connectivity	Not required	Stable Wi-Fi for teacher	Do not make internet condition for core delivery

Baseline note. Student book and ILAB in print+audio/audio playback is sufficient to enact the Framework with fidelity. Other digital enhancements are additive, not required; equity of access takes precedence over format.

Appendices

- **1A-C.** Terminology Crosswalks
- **2A-C.** Rubrics
- **3.** Framework-CEFR-PISA Correspondence
- **4.** Can Do Progression Tables (Detail)
- **5.** Exit Targets by Year and Skill
- **6.** Performance Levels by Year and Skill (Detail)
- **7.** Glossary
- **8.** References

Appendix 1-A: Terminology Crosswalk with National Secondary Guidelines (2007)

Why this chart is here. While developing the National Framework, terms that clearly align with the CEFR were used. WIDA standards were also referenced. For purposes of clarity, this table to lays out terms used in the National Secondary School English Language Guidelines (2007) and terms used in this Framework. The "How to read this alignment" makes explicit their relationships.

2007 Secondary Guidelines term[1]	This Framework (CEFR-aligned)	How to read this alignment
Interpersonal communication	**Interaction (spoken/written)**	Pair/group unprepared (spontaneous) conversations/discussions, brief text exchanges; turn-taking, clarification strategies map directly to CEFR Interaction.
Interpretive communication	**Reception (Listening, Reading)**	Skimming, scanning, gist/detail, inferences, comprehension = CEFR Reception (Listening/Reading); Evaluating and applying information to make decisions/plans = WIDA/National Framework (Evaluating also corresponds with PISA FLA).
Presentational communication	**Production (Prepared Spoken/ Written)**	This Framework scope: prepared one-way short talks or rehearsed performances, linked sentences/paragraphs, short presentation of unit tasks = CEFR Production.
(No explicit 2007 equivalent)	**Mediation**	New in CEFR CV 2020; relaying/processing text, explaining data, co-constructing meaning. This Framework uses it for collaborative communicative tasks (including academic content-linked tasks) and unit tasks, peer learning tasks (e.g. comparing answers) and peer feedback.
Content / Performance / Proficiency standards	**Outcomes / Performance levels / CEFR levels**	This Framework keeps outcomes and performance levels keyed to CEFR; "proficiency standards" correspond to CEFR levels/benchmarks.
Performance-based assess-ment	**Performance assessment (CEFR-aligned rubrics)**	Both documents emphasize authentic tasks and performance evidence; This Framework keys rubrics to CEFR modes/scales.
5Cs: Communication, Cultures, Connections, Comparisons, Communities	**Big Ideas** (e.g. Future-ready skills: communication, collaboration, creative thinking, critical thinking, learning to learn) and Contexts: Global issues; Culture; Global Citizenship	This Framework recognizes the same broader aims; they are expressed via standards, the six core concepts (the big ideas), and, where applicable, via CEFR modes of communication.

[1] See English Language Guidelines for Secondary Schools (2007): overview of the standards-based approach (5Cs; interpersonal/interpretive/presentational modes), and definitions of content/performance/proficiency standards and performance-based assessment.

Appendix 1-B: Teacher- and Student-friendly Purposes & Tasks, Secondary Guidelines, Framework Cross-walk

Why this chart is here. In this Framework and in TLM, plain language common in ELT (e.g., tell/retell, describe, explain, give your opinion) is used. The chart below shows how these purposes align with the WIDA Key Language Uses (KLUs) for academic language development, and with the Secondary English Guidelines (2007) modes, without changing the terminology used throughout the Framework. This CEFR-aligned Framework sets the reference for assessment.

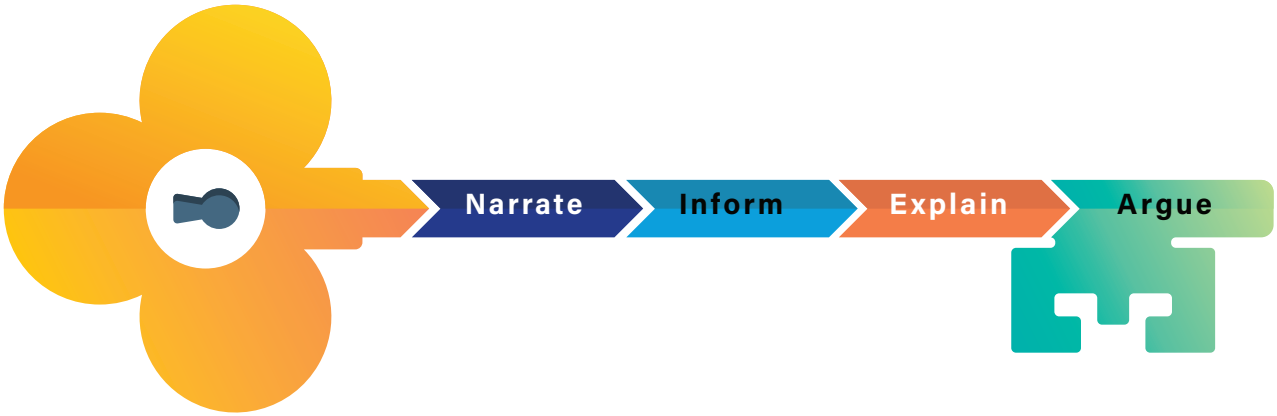
Teacher-friendly purpose (used in this Framework)	Typical task verbs teachers and students see	WIDA (Academic) KLU	Secondary Guidelines (2007) mode alignment	How to read this alignment
Tell / Retell a story or event	tell, retell, recount, sequence	Narrate	Presentational (for the retell) / Interpersonal (if in dialogue)	Production (spoken/ written); Interaction (spoken) when real-time conversational; Coherence & cohesion, Spoken fluency / Phonological control, Grammatical accuracy, Lexical range; Reception: Reading/Listening for gist.
Describe / Report facts	describe, report, list, give information	Inform	Presentational; Interpretive (when extracting key facts from a text)	Reception: Reading for information & argument, Listening (overall); Production: short descriptions/reports; Grammatical accuracy, Lexical range, Overall written/spoken production
Explain how/why; explain pictures and data	explain, show steps, cause–effect, interpret a chart	Explain	Presentational; Interpretive (reading figures)	Mediation (texts/data): Processing text, Explaining data, Comparing answers; Production: short explanations; Spoken interaction (in real-time class/group discussion). Coherence & cohesion, Lexical range, Overall spoken/written production
Give your opinion with reasons / Persuade	give your opinion, justify, recommend, persuade	Argue	Presentational (short talk/ note); Interpersonal (discussion)	Production: Presenting a viewpoint; Interaction: Informal discussion (A2: opinions with simple reasons); Coherence & cohesion, Grammatical accuracy, Spoken fluency
Compare / Contrast & conclude	compare, contrast, similarities/ differences, decide	Argue (often) / Explain (when reasoning)	Presentational; Interpersonal (pair decision)	Reception (if comparing from texts); Mediation (texts/data); Production/ Interaction for the conclusion; Coherence & cohesion, Overall production

Discuss / Ask & answer to do a task	discuss, ask/answer, plan, clarify, give feedback	(Supports all KLUs; interactional glue)	Interpersonal	Interaction: Goal-oriented co-operation, Asking for clarification, Turn taking; Communication strategies; Sociolinguistic appropri ateness

Appendix 1-C: Terminology Crosswalk – This Framework & WIDA

The Framework presents key purposes for using English, including for academic purposes at early stages of English language proficiency development. This approach aligns with WIDA standards, which provide four broad, key language uses (KLU) school-wide. KLU help plan and assessment for academic language development. They are not CEFR terms but are closely linked and easily correspond with the types of tasks common in ELT and embedded in the national middle school curriculum.

KLU	Plain meaning	Typical school texts	ELT examples from the National Curriculum (A1-A2 range)
Narrate	Tell what happened (sequence/time)	stories, recounts, reports	"Last weekend we...," a short recount of a goal and progress (steps/results/next step)
Inform	Give facts/ describe	descriptions, reports, fact files	"Our city has...," a poster with facts about a healthy snack
Explain	Show how/why (cause–effect, processes)	explanations, procedures	"This lifestyle is health because...," explain a simple chart (sleep hours --> energy)
Argue	Take a position with reasons/ evidence	opinions, reviews, Apersuasive notes	"We should... because...," short opinion with 1-2 reasons



Appendix 2-A: Interactive Speaking Assessment Rubric

Interactive Speaking Assessment Rubric (20 points): Use across Years 1–3. The "Meets" threshold is set by year in line with year-level exit targets.

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Spoken Fluency & Coherence	Speaks on familiar topics with only occasional pauses to plan; connects ideas with some consistency using a range of simple linking words; adds extra detail spontaneously. Hesitation is present but does not disrupt communication.	Sustains short stretches with some pauses (when searching for words or ideas); links ideas with basic connecting words (and, but, because); adds occasional detail.	Frequent hesitation and pauses; communication is often fragmented; struggles to connect ideas beyond short responses.	Produces short phrases/ sentences with frequent pauses; can continue after occasional prompting/repetition;some breakdowns; uses one or two basic connectors (and/then).	no attempt/isolated words, off-task, another language, or unintelligible
Interaction & Communication Strategies	All of the features of 3 points, **plus extends topics with relevant detail without prompting.** Consistently uses a variety of follow-up questions, functional expressions, and body language (e.g., eye contact, nodding, smiling) to maintain partner engagement.	Actively participates in exchanges on familiar topics; asks/naturally responds to follow-up questions; may need prompting to extend the topic; uses basic repair (Sorry? Can you repeat?); shows interest (short expressions and/or non-verbal).	Sometimes engages partner(s) on familiar topics but may forget to ask questions or show interest consistently; often responds briefly without extending the conversation.	Responds briefly and relevantly on very familiar, personal topics; asks 1–2 very simple questions with support/ prompting; shows minimal but clear engagement (e.g., yes/ no/okay); uses basic repair (Repeat?).	
Lexical Range & Appropriacy	Uses a good range of everyday vocabulary and some topic-specific words from familiar academic or school subjects encountered in class; can rephrase and use simple synonyms to avoid repetition. Vocabulary choice supports clear communication within familiar contexts but is not extensive for less familiar or abstract topics.	Uses a range of everyday vocabulary and some familiar academic/topic-specific words; can rephrase if needed.	Uses mostly familiar words; limited variety; sometimes repeats.	Enough everyday words for very familiar topics (self, family, school); relies on memorized phrases; repeats when needed; occasional word-search hesitations.	
Pronunciation (phonological control)	Mostly correct simple and some basic complex sentences; good control of basic tenses (present,past, future) and functional expressions (opinions, advice, suggestions) used in familiar contexts.	Mostly correct simple sentences; some control of basic tenses and functional expressions in familiar contexts.	Some correct simple sentences but errors are frequent; limited control of tenses and functional expressions.	Very simple clauses/ patterns (be/have, simple present; there is/are); frequent errors but message is usually understandable.	

Grammatical Accuracy (includes functions)	Clear pronunciation of almost all familiar words; rhythm and intonation are sometimes natural and help convey meaning, though not consistent; occasional minor slips never affect understanding.	Pronounces most familiar words and sounds clearly; meaning is always clear without repetition; some use of stress and intonation to help express meaning.	Generally understandable, though some words/ sounds are unclear; stress and intonation are mostly flat or inconsistent; listener can still follow without much difficulty.	Generally intelligible on high-frequency words; frequent sound-level slips; listener sometimes needs repetition.

Interactive Speaking Rubric — Notes

Use. Use for spontaneous, real-time conversations, discussions, and role-plays. Light planning (≤1–2 minutes) is acceptable; scripts/memorized lines are not. Do not use for prepared monologues, talks, or rehearsed dialogues; use the Prepared Speaking rubric instead.

Scope & curriculum focus: Descriptors apply to speaking on familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Prompts should not require students to address unfamiliar or abstract topics without support. Fluency expectations are relative to level—even at A2+ (incipient B1), pauses and self-correction are normal in familiar-topic conversation. Judge accuracy and vocabulary relative to features and topic language taught to date. Do not penalize attempts beyond scope if the message remains clear; credit such attempts under Task Fulfilment or Coherence & Cohesion where appropriate.

Showing interest. Non-verbal signals (e.g., eye contact, facial expression, nodding) align with the curriculum and may support interaction when observable; they are not required for scoring and must not be penalized when modality limits visibility (e.g., online/audio-only) or when cultural/accessibility considerations reduce their use.

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

Year 1 Meets: A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).

Year 2 Meets: A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).

Year 3 Meets: A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global
comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

1. Band majority. A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).

2. Floor rule. Regardless of total, Pronunciation (phonological control) must not sit below A1 (Mid) for a "Meets" decision in any year. (For writing, the analogous floor is Orthographic
control.)

Borderline guidance. If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample).

Reporting & moderation.

- For national/external reporting, classify A2+ within A2.
- Treat **A2+** as **exceeding** the target, not as a new target; "Meets" for Year 3 remains A2 (Mid).

Appendix 2-B: Prepared Speaking Assessment Rubric

Prepared Speaking Assessment Rubric (20 points)
Use across Years 1–3.
The "Meets" threshold is set by year in line with year-level exit targets.

- Assess Task Achievement
- Assess Language (see following page)

Task Achievement — Checklist (complete before scoring language)

Tick all that apply (Yes/No):

- ☐ Required elements (3–5) are present.
- ☐ Time limit respected.
- ☐ Targeted features (2–3) attempted (e.g., sequence markers; use of time expressions; basic explanation of a data point).
- ☐ Required supports shown and used (e.g., the poster/visual referenced; for a graph, states one clear finding or comparison).
- ☐ Modality fairness: If video/audio-only, requirements were adapted appropriately.
- ☐ Academic honesty: No reading of a full script; notes/visuals are used with attempts to "look up and say."
- ☐ Future ready skills (scored in unit tasks/not in tests): Evidence of applying future-ready skills (e.g., critical thinking, creative thinking, teamwork).

Decision (select one):
Task Achievement = **Met / Not Met**

(If "Not Met," provide feedback on missed boxes; still score language.)

--> See Prepared Speaking Language Scoring Rubric on the followin page.

2-B. Prepared Speaking Language Scoring Rubric (use after assessing Task Achievement)

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Organization & audience awareness	Clear opening–body–closing; ideas grouped logically; uses a range of linkers appropriately (and, also, because; first/ next/finally); audience signposts (Now I'll talk about…/In conclusion…) attempts (optional); smooth progression overall.	Recognizable beginning–middle–end; logical grouping of points; uses basic linkers to sequence/connect (first/then/ finally; and/also; but; because); occasional small jumps.	Basic beginning and ending present; order mostly follows task steps; uses formulaic sequencers (first/then) and time/place phrases (in the morning, at home) to arrange ideas; noticeable jumps at times.	List-like sequence; mostly and/then; little or no grouping; frequent umps/ restarts.	no attempt/isolated words/ chunks only, off-task, inaudible or unintelligible
Spoken Fluency	Short stretches with natural pausing; self-correction without losing flow; minimal reliance on reading.	Short stretches with some pausing/self-correction; flow generally maintained; some reliance on reading at specific moments (does not mark the whole).	Frequent pauses/ restarts; can continue with effort/prompt; noticeable reading at times.	Very frequent pauses; heavy reliance on reading; flow often breaks down.	
Pronunciation (Phonological Control)	Clear and easy to follow; slips do not impede understanding; volume/stress generally support meaning.	Mostly intelligible; some sound/ stress issues but meaning clear; volume adequate with attempts to support meaning.	Intelligible on high-frequency words; listener sometimes needs repetition; volume adequate.	Often hard to understand; inaudible at times but not so as to disrupt overall message; listener often needs repetition.	
Grammatical Accuracy	Mostly correct simple sentences with some linked clauses (because/when/if); errors minor.	Mostly correct simple sentences; emerging linked clauses; occasional errors do not block meaning.	Simple sentences with frequent errors; controls a few very common patterns (those taught and recycled); meaning usually clear.	Very limited patterns; many errors make parts unclear; relies on and uses fixed phrases with accuracy.	
Lexical Range & Appropriacy	Everyday + topic words fit the purpose; can rephrase to avoid repetition; word choice generally precise in familiar scopes.	Everyday + some topic words; occasional repetition; adequate for purpose.	Mostly familiar words; limited variety; frequent repetition.	Very limited vocabulary; heavy repetition; frequent word-search.	

Prepared Speaking Rubric — Notes



Use. Use for prepared short talks/presentations (live, video, or audio) aligned to unit content. Notes/visuals are fine; reading a full script reduces fluency/coherence. Do not use for spontaneous exchanges (use the Interactive Speaking rubric).

Scope & curriculum focus: Descriptors apply to familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Curriculum-aligned prompts/tasks do not require students to address unfamiliar or abstract topics without support. Fluency expectations are relative to level—even at A2+ (incipient B1), pauses and self-correction are normal in familiar-topic presentations. Assess primarily grammatical features and vocabulary/phrases taught to date; risk-taking/attempts beyond scope should not lower the score if meaning stays mostly clear.

Supports & modality. Task-required supports (poster/visual, student-made graph, slides/cards) should be shown and explicitly used (e.g., indicating a picture; stating one finding from a graph). Visuals support the message but are not scored separately; score the spoken language. Do not penalize when modality limits visibility (e.g., audio-only) or when cultural/accessibility factors reduce non-verbal signals.

Showing interest/audience signals. Eye contact, facial expression, posture may support communication when observable; they are not required for scoring when using different modalities (e.g., audio only).

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

- **Year 1 Meets:** A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).
- **Year 2 Meets:** A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).
- **Year 3 Meets:** A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

- **Band majority.** A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).
- **Floor rule.** Regardless of total, pronunciation (phonological control) must not sit below A1 (Mid) for a "Meets" decision in any year.
- **Borderline guidance.** If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample).

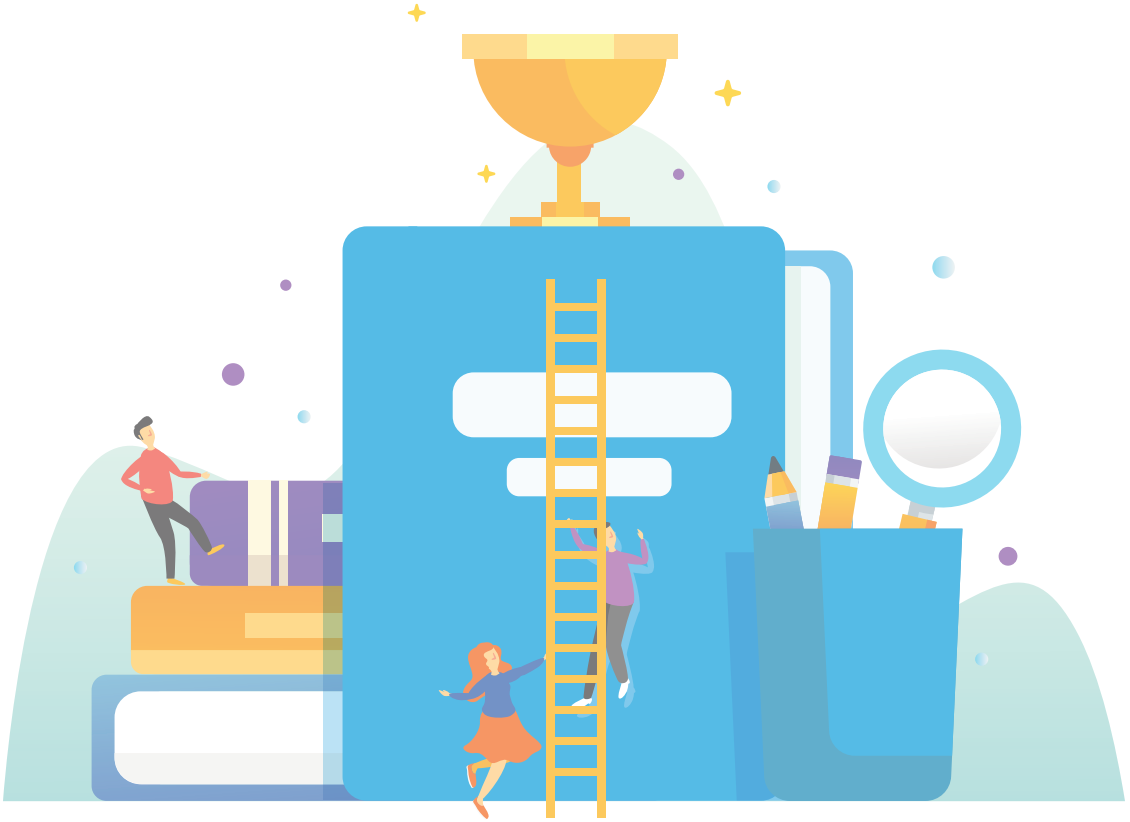
Reporting & moderation. Report Task Achievement (Met/Not Met) and Language Band Profile (e.g., "Overall A1 High; A2 Mid in organization"). Treat A2+ as exceeding the target, not as a new target; "Meets" for Year 3 remains A2 (Mid).

Appendix 2-C: Writing Assessment Rubric

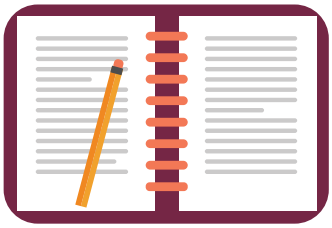
Writing Assessment Rubric (20 points): Use across Years 1–3. The "Meets" threshold is set by year in line with year-level exit targets.

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Task Fulfillment (overall written production)	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Addresses all main parts of the task with some detail; ideas mostly clear and on-topic.	Responds to task but may omit one part or give minimal detail; ideas sometimes unclear.	Responds only partially; very short, fragmented, or off-topic.	No attempt, wholly off-task, in another language, or so fragmentary/illegible that it cannot be scored.
Coherence & Cohesion	Clear logical order; uses basic linkers (and, but, because, when; first, then, finally) and organizing phrases (in the morning, in the evening, later) appropriately; smooth progression. May include brief reader signposting; not required at this level.	Generally logical order; some use of connectors (and, then, because) and a few sequencing words (first, then, after); some attempt at elaboration.	Uses formulaic sequencers (first/then) and time/place phrases (in the morning, at home); limited connectors (and/then); ideas mostly listed.	No clear order; ideas isolated or copied; lacks connectors and sequencing.	
Grammatical Accuracy (includes functions)	Mostly correct simple sentences; some linked clauses (e.g., because/when). Consistent control of core time reference in familiar contexts; modals/ functions used flexibly reasons, preferences, suggestions, simple Q&A). Question forms broadly reliable beyond yes/no. Minor slips only.	Mostly correct simple sentences; linked clauses begin to appear. Secure present forms and generally accurate past in familiar contexts; some modals/ functions used appropriately (reasons, preferences, suggestions, opinions). Question forms work beyond yes/no with occasional slips.	Simple sentences often correct; present forms mostly controlled with other time reference emerging (past/future ttempts). Functions extend beyond formulae (likes/dislikes, simple agree/disagree); question forms expand beyond yes/no with support. Frequent errors but meaning usually clear; basic linking (and/then/because) appears.meaning usually clear; basic linking (and/then/ because) appears.	Short simple sentences with some basic linking (and/-then/because). Basic patterns (be/have; there is/are) partly controlled; time reference attempts evident but unstable; functional basics conveyed (likes/dislikes, simple reasons), often via memorized chunks. Meaning generally recoverable with support.	
Lexical Range & Appropriacy	Everyday + topic words fit the purpose; can rephrase to avoid repetition (may use a synonym); word choice generally precise in familiar topics.	Uses everyday vocabulary and some topic words; occasional repetition.	Limited vocabulary; mostly high-frequency words; frequent repetition; sometimes chooses words incorrectly.	Very limited vocabulary; relies on isolated words and memorized phrases; frequent word gaps.	

Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	All sentences begin with a capital and end with correct punctuation. Spelling of high-frequency and familiar-topic words is almost always accurate; occasional slips do not affect readability. Accurate commas in simple lists are evident. Handwriting/formatting is consistently legible.	All sentences begin with a capital and end with correct punctuation. Spelling of high-frequency and familiar-topic words is mostly accurate; occasional slips do not block meaning. Handwriting/ formatting is legible.	Does not meet the capitalization/punctuation threshold for 3–4 points. End punctuation may be missing or inconsistent. Frequent spelling errors with less-familiar words, but meaning is usually clear. Handwriting/formatting is legible; the reader rarely pauses to decipher.	Limited control of capitals or end punctuation; many spelling errors even in high-frequency words; errors often make writing hard to read. The reader frequently pauses to decipher handwriting/formatting.



Writing Rubric — Notes



Use. Use for written tasks such as linked sentences/paragraphs, emails, and text messages.

Scope & curriculum focus: Descriptors apply to writing on familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Prompts should not require students to address unfamiliar or abstract topics without support. Judge accuracy and vocabulary relative to features and topic language taught to date. Do not penalize attempts beyond scope if the message remains clear; credit such attempts under Task fulfilment or Coherence & Cohesion where appropriate.

Fairness & modality: Do not penalize writer for modality constraints (typed vs. hand-written) or resource limitations; judge legibility/formatting under Mechanics only.

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

Year 1 Meets: A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).

Year 2 Meets: A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).

Year 3 Meets: A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

3. Band majority. A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).

4. Floor rule. Regardless of total, Task fulfilment and Mechanics (handwriting/legibility, spelling, capitalization, punctuation) must not sit below A1 (Mid) for a "Meets" decision in any year.

Borderline guidance. If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample).

Reporting & moderation. Report Task Achievement (Met/Not Met) and Language Band Profile (e.g., "Overall A1 High; A2 Mid in organization"). Treat A2+ as exceeding the target, not as a new target; "Meets" for Year 3 remains A2 (Mid).

Appendix 3. CEFR & PISA FLA Correspondance (Non-normative)

Introduction: Global Correspondence

This appendix shows how Morocco's middle school English curriculum aligns with two international points of reference: the Common European Framework of Reference (CEFR; Council of Europe, 2018, 2020) and the OECD PISA FLA (OECD, 2023, first implemented in 2025). By placing Morocco's outcomes alongside CEFR descriptors and PISA benchmarks, the tables highlight both Morocco's integration with global standards and its distinct emphasis on communicative use, academic integration, and transferable future-ready skills.

Morocco's curriculum is designed so that the majority of students can achieve the Year 3 exit level (A2 Mid) within the instructional time allocated, reflecting international research on teenage language acquisition in mixed learning environments. As recognized by CEFR and reinforced in PISA's acknowledgement of learner heterogeneity, learners progress at different rates across skills and over time. The Framework therefore establishes a high but attainable standard: ambitious and achievable for the majority of learners, while recognizing that some may exceed the expected level and reach A2+ (incipient B1), defined as a stretch target. This approach ensures both equity of expectation and recognition of advanced achievement. It aligns the national curriculum with the best practices of international frameworks while remaining rooted in national priorities.



Reading the Tables

The following tables show how national expectations map onto CEFR and PISA. The first provides a global overview of progression across Years 1–3, followed by skill-specific tables (Listening, Reading, Speaking, Writing) that present the same alignment in more detail. While outcomes are displayed separately by skill for clarity, the curriculum itself is designed for integration: students develop language holistically through materials, teaching and learning processes, and performance-based tasks that are central to both learning and assessment.

For accessibility, Morocco's TLM use clear names for stages of learning (Emerging, Developing, Expanding), which correspond to CEFR levels expressed in words (A1 Mid, A2 Early, A2 Mid). These are shown in the Global Table. The skill-specific tables then display years using CEFR level wording (e.g., "Y1 — A1 Mid") for simplicity. An additional Exceeds (Stretch) category is included to acknowledge that some Year 3 students progress faster, reaching A2+ (incipient B1), though this level lies beyond the formal middle school curriculum.

The tables summarize expected outcomes by year and skill. They are not checklists for individual students but benchmarks for system coherence and comparability.

CEFR + PISA + Morocco Alignment (Global)

Year	Morocco Stage & CEFR Level	Morocco Outcomes (summary)	CEFR Descriptor	PISA Descriptor
Year 1	Emerging (Mid-A1)	Speak and write short linked sentences on personal/familiar year-level topics; understand main facts in short texts and speech	A1.2 — Understand and use everyday expressions; exchange very simple information if speech is slow/clear	Understand short, simple input with support; give basic personal information
Year 2	Developing (Early A2 / Upper A1)	Engage in short exchanges and write short coherent texts of linked sentences with simple sequencing; understand key details in short texts and speech on familiar year-level topics	A2.1 — Understand main points in short, clear speech/texts; communicate in routine tasks	Identify main points in short texts/talks; interact in predictable exchanges; write short messages
Year 3	Expanding (Mid-A2)	Sustain everyday exchanges and produce coherent connected texts of linked sentences with sequencing and elaboration; understand gist and details in connected texts on familiar year-level topics	A2.2 — Understand main ideas in short connected speech/texts; sustain simple social exchanges; write connected sentences	Follow short connected speech/texts; exchange opinions simply; write short connected texts
Exceeds*	A2+ (incipient B1)	Communicate with flexibility in familiar contexts; sustain longer exchanges with emerging strategies for rephrasing; write connected texts with added cohesion and detail	A2+ / early B1 — Maintain interaction; express more complex relations with some support	Handle short tasks requiring elaboration; show greater independence in connected speech/texts

*Stretch target: some Year 3 learners may reach this level, but it lies beyond the formal curriculum expectation.

Listening

Year	Morocco Descriptor (summary)	CEFR Level & Descriptor	PISA Descriptor
Y1 — A1 Mid	Identify main facts in short, speech on personal/immediately relevant year-level topics; follow simple instructions	A1.2 — Understand simple information about everyday needs if spoken slowly and clearly	Understand short, simple spoken input with strong support
Y2 — A2 Early	Understand main points and details in short conversations and talks on familiar, year-level topics	A2.1 — Understand phrases and expressions related to areas of immediate relevance	Identify main points in short spoken texts; follow short sequences
Y3 — A2 Mid	Understand gist, details, and some implied meaning in connected speech on familiar year-level topics	A2.2 — Understand the main point in short, clear messages and announcements	Follow short connected speech and make simple inferences
Exceeds — A2+	Handle familiar exchanges with more independence; follow short connected speech with emerging flexibility	A2+/B1 — Understand main points in clear standard speech on familiar matters; deal with most situations while travelling	Follow short connected speech with some independence; demonstrate flexibility in simple tasks

Reading

Year	Morocco Descriptor (summary)	CEFR Level & Descriptor	PISA Descriptor
Y1 — A1 Mid	Locate main facts and ideas in short texts; use simple non-linear formats; familiar year-level topics	A1.2 — Understand very short simple texts; find specific predictable information	Extract explicit information from short texts with support
Y2 — A2 Early	Identify gist, details, and simple links (sequence, cause/ effect) in texts about familiar, year-level topics	A2.1 — Understand short simple texts on familiar matters of everyday life	Identify main points and simple relations in short texts
Y3 — A2 Mid	Read short connected texts with independence; evaluate ideas and apply information from texts on year-level topics	A2.2 — Understand texts consisting mainly of high-frequency language	Handle short connected texts and visuals; make simple evaluations and applications
Exceeds — A2+	Read short connected texts with added cohesion and emerging independence in unfamiliar contexts	A2+/B1 — Read straight-forward factual texts on subjects related to own interests with satisfactory comprehension	Handle short connected texts with some independence; integrate information across simple sources

Speaking

Year	Morocco Descriptor (summary)	CEFR Level & Descriptor	PISA Descriptor
Y1 — A1 Mid	Produce short linked sentences on personal/ familiar topics year-level; answer simple questions	A1.2 — Use simple phrases and sentences to describe people and places	Exchange basic personal information
Y2 — A2 Early	Produce connected speech with some detail; sustain short exchanges on familiar year-level topics	A2.1 — Communicate in simple and routine tasks requiring direct exchange of information	Participate in short routine exchanges
Y3 — A2 Mid	Sustain conversations with follow-ups; organize ideas with basic connectors in short talks and conversations related to year-level topics	A2.2 — Take part in simple conversations on familiar topics	Maintain simple conversations; express opinions in simple terms
Exceeds — A2+	Communicate with flexibility; sustain longer exchanges and begin to rephrase when needed	A2+/B1 — Enter unprepared into conversations on familiar topics; express opinions and plans with some detail	Participate in short conversations with some elaboration; adapt responses to task demands

Speaking

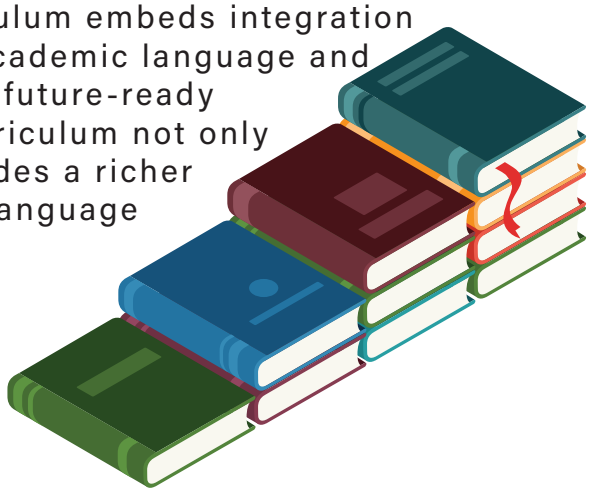
Year	Morocco Descriptor (summary)	CEFR Level & Descriptor	PISA Descriptor
Y1 — A1 Mid	Write short linked sentences with basic vocabulary on familiar, year-level topics	A1.2 — Write simple phrases and sentences on familiar topics	Write short simple sentences/ messages
Y2 — A2 Early	Write short coherent texts of linked sentences with sequencing on familiar, year-level topics	A2.1 — Write short simple connected texts on topics of immediate relevance	Write short connected sentences on familiar subjects
Y3 — A2 Mid	Write coherent connected texts (paragraphs) with sequencing and elaboration on familiar year-level topics	A2.2 — Write a series of simple phrases and sentences linked with basic connectors	Write short connected texts with basic cohesion
Exceeds — A2+	Write connected texts with added cohesion and emerging control paragraphing (multiple paragraphs)	A2+/B1 — Write straightforward connected texts on familiar topics; link ideas into a simple chain	Produce short connected texts with some elaboration and independence

While the tables above separate skills for clarity, integration remains central to Morocco's curriculum. In classroom learning and performance-based assessment, students develop and demonstrate English through connected tasks — for example, combining listening, speaking, reading, and writing in projects (end of unit tasks), role plays, or presentations. Written progress and summative tests complement this by providing task-based evidence of specific skill and sub-skill development.

Conclusion

This alignment demonstrates that Morocco's English curriculum is fully consistent with international benchmarks while also advancing distinctive national priorities. It aligns closely with CEFR levels (A1 Mid --> A2 Early --> A2 Mid, with a stretch toward A2+/ incipient B1), ensuring that student progress is internationally recognizable. It also reflects PISA's task-based approach, preparing learners to apply language in realistic communicative tasks that integrate receptive and productive skills.

Beyond both frameworks, Morocco's curriculum embeds integration of skills, early introduction of accessible academic language and skills, and the development of transferable future-ready competencies. In this way, the national curriculum not only aligns with global standards but also provides a richer pathway for learners — one that connects language growth, academic preparation, and lifelong competencies.



Morocco's National English Language Framework provides a coherent, evidence-based pathway that keeps meaningful use of English at the center of learning and assessment.

Appendix 4: Can Do Descriptors - Progression Across Years

Listening Can Do Progression

Note: Vocabulary range and grammar complexity expectations are described in the Lexical & Grammar Scope section. These apply across all four skills.

Strand	Below A1 (Pre-A1) Common Y1 entry - may need remedial support	A1.1 (Entry A1) Entry for some Y1 (G7)	A1.2 (Mid A1) End Y1 (G7) target	A2.1 (Upper A1/A2) End Y2 (G8) Target	A2.2 (Mid A2) End Y3 (G9) Target	A2+ (incipient B1) Exceeds Y3 (G9) Target*
Retrieve	Can recognize a few familiar words and phrases when supported by pictures or gestures.	Can pick out key words (names, times, numbers) in short, clear speech.	Can identify main facts (who, what, when) in short spoken texts on familiar topics.	Can understand main points and some details in short conversations or announcements on familiar topics.	Can understand most details in short, clear speech (classroom talk, short stories, instructions) without need for repetition.	Can catch main ideas and supporting details in short, connected speech on familiar topics without strain.
Interpret	Can understand the basic meaning of simple classroom commands (sit down, stand up) when modeled.	Can understand the gist (main idea) of very short spoken texts when context is clear.	Can follow the gist and some simple sequencing words (first, then) in short, familiar-topic talk.	Can understand the gist and key supporting details in short dialogues or monologues; can follow simple cause/effect links (because).	Can understand gist and details in short talks and everyday conversations; can follow simple comparisons or explanations.	Can follow short, connected speech with clear organization; understands gist, details, and some implied meaning in familiar contexts.
Evaluate	Can show with gestures or yes/no if something heard matches a picture or choice.	Can say if simple information (e.g., a time or place) matches what was said.	Can say if a statement about a familiar listening text is true/false and give a short reason.	Can say whether a choice or decision in a listening text on a familiar topic is good/appropriate, with a short reason.	Can express a simple opinion about whether an action/ idea in a listening text is good or not, giving a reason or example.	Can comment on whether an idea or action in a short listening text makes sense, giving reasons; may begin to compare ideas.
Apply	Can act on very simple commands (stand up, point to the board).	Can carry out short, familiar instructions (open your book, write your name).	Can follow and apply short instructions with 2–3 steps in familiar contexts (draw a circle and write your name inside).	Can use information from short, familiar texts to complete a task (choose the right picture, follow directions on a simple map).	Can use information from short talks or conversations to complete a task (fill in a simple chart, follow steps to solve a class task).	Can apply information from short connected speech to make a simple plan, choice, or problem-solving decision in a classroom or familiar context.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

Speaking Can Do Progression

Note: Vocabulary range and grammar complexity expectations are described in the Lexical & Grammar Scope section. These apply across all four skills.

Strand	**Below A1 (Pre-A1)** Common Y1 entry - may need remedial support	**A1.1 (Entry A1)** Entry for some Y1 (G7)	**A1.2 (Mid A1)** End Y1 (G7) target	**A2.1 (Upper A1/A2)** End Y2 (G8) Target	**A2.2 (Mid A2)** End Y3 (G9) Target	**A2+ (incipient B1)** Exceeds Y3 (G9) Target*
Spoken Fluency & Coherence	Can produce isolated words or memorized phrases with long pauses.	Can produce short, simple sentences on familiar topics with frequent pauses.	Can produce short, linked sentences with some pauses; can use a few basic connectors (and, then).	Can produce connected speech with some detail and pauses when seeking a word; uses basic connectors (and, but, because) with growing consistency.	Can speak in connected sentences with detail; uses a range of simple connectors (because, when, after that); pauses do not usually disrupt meaning.	Can sustain short stretches of connected speech with extra detail; uses a wider range of connectors and organizing words (first, next, later, finally); occasional hesitation but communication is smooth.
Interaction & Communication Strategies	Can respond to yes/no questions with single words or gestures.	Can answer simple questions but rarely asks questions; relies on prompting.	Can answer questions and ask 1-2 simple follow-up questions; shows some interest with short reactions.	Can maintain exchanges on familiar topics; asks some follow-up questions and uses expressions to show interest.	Can sustain exchanges with detail; consistently asks follow-up questions and uses body language (eye contact, nodding) to engage.	Can extend topics with extra detail without prompting; confidently maintains interaction with follow-up questions, functional expressions, and natural reactions.
Lexical Range & Accuracy	Can use a few everyday words (names, objects, classroom language).	Can use a small range of high-frequency everyday words.	Can use everyday words and some topic words from class; repeats frequently.	Can use a wider range of everyday and some familiar academic/ topic words; can rephrase with support.	Can use everyday, topic, and some familiar academic words with growing variety; can rephrase or use synonyms to avoid repetition.	Can use a good range of everyday and topic-specific words with flexibility; can choose between words for precision in familiar contexts.
Grammatical Range (includes functions)	Can use isolated words or chunks (e.g., my name is...).	Can use simple present with some errors; produces short formulaic questions (What's this?).	Can use simple present and some past tense with less control; some correct short sentences but frequent errors.	Can use present, past, and emerging future (going to) in simple sentences; can use basic functional language (likes/dislikes, giving simple reasons).	Can use present, past, and future mostly consistent control; can produce some basic complex sentences (because, when); uses functional expressions for opinions, advice, and suggestions.	Can use mostly correct simple and basic complex sentences; stretches to use more advanced forms (comparatives, simple passives) with some slips; uses functional expressions flexibly.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

Pronunciation (phonological control)	Can say isolated words, often unclear; needs repetition.	Can pronounce a few high-frequency words understandably with support.	Can pronounce most familiar words understandably though some sounds unclear; flat intonation.	Can pronounce most familiar words clearly; some use of stress/intonation to support meaning.	Can pronounce familiar words clearly and use stress/intonation to help express meaning; occasional slips do not affect understanding.	Can pronounce almost all familiar words clearly; rhythm and intonation sometimes natural; minor slips never affect understanding.

Reading Can Do Progression

Note: Vocabulary range and grammar expectations are described in the Lexical & Grammar Scope section.

Strand	**Below A1 (Pre-A1)** Common Y1 entry - may need remedial support	**A1.1 (Entry A1)** Entry for some Y1 (G7)	**A1.2 (Mid A1)** End Y1 (G7) target	**A2.1 (Upper A1/A2)** End Y2 (G8) Target	**A2.2 (Mid A2)** End Y3 (G9) Target	**A2+ (incipient B1)** Exceeds Y3 (G9) Target*
Retrieve	Can recognize a few familiar words/ phrases when supported by pictures.	Can pick out names, numbers, times, or other key facts in very short texts.	Can identify main facts (who, what, when) in short, familiar-topic texts.	Can find main points and some details in short paragraphs on familiar topics.	Can find most details in short connected texts (letters, blog posts, simple articles) without needing support.	Can retrieve main ideas and supporting details in short connected texts on familiar topics with little effort.
Interpret	Can match words/phrases to pictures (e.g., "book," "chair").	Can understand the gist (main idea) of very short, simple texts when supported by context.	Can understand gist and some sequencing words (first, then) in short narratives or instructions.	Can understand gist and key details in short texts, following simple cause/effect (because) or comparisons.	Can understand gist, details, and basic organization in short texts; can interpret simple explanations or reasons.	Can follow short connected texts with clear organization; understands gist, details, and some implied meaning in familiar contexts, including simple charts/graphs.
Evaluate	Can show if a word/phrase matches a picture or label.	Can say if short information matches a text (e.g., a name or place).	Can say if a statement about a text is true/ false and give a short reason.	Can say whether a choice or action in a text on a familiar topic is good/ appropriate with a simple reason.	Can give a simple opinion on an idea or action in a text (e.g., "I think it is a good idea because...").	Can comment on whether an idea in a text makes sense and explain briefly why; may begin to compare ideas.
Apply	Can follow simple classroom print (labels, timeta-ble).	Can use information from a very short text (e.g., time, date) for a simple task.	Can use information from short texts to complete a familiar task (e.g., choose the best option for a person).	Can use information from short texts (ads, notices, short profiles) to make a choice or complete a simple problem-solving task.	Can use information from connected texts (letters, blog posts, instructions) to comple-te a chart, match information, or make a plan.	Can apply information from short connected texts to make a simple plan, choice, or problem-solving decision, sometimes combining ideas from more than one source.

Writing Can Do Progression

Note: Vocabulary range and grammar expectations are described in the Lexical & Grammar Scope section.

Strand	**Below A1 (Pre-A1)** Common Y1 entry - may need remedial support	**A1.1 (Entry A1)** Entry for some Y1 (G7)	**A1.2 (Mid A1)** End Y1 (G7) target	**A2.1 (Upper A1/A2)** End Y2 (G8) Target	**A2.2 (Mid A2)** End Y3 (G9) Target	**A2+ (incipient B1)** Exceeds Y3 (G9) Target*
Task Completion	Can copy single words or very short memorized phrases (e.g., name, age).	Can write short, simple sentences to respond to a prompt, but may leave out parts.	Can write several short sentences covering most parts of a prompt, sometimes with limited detail.	Can write a short paragraph that addresses all main parts of a prompt with some detail.	Can write a connected paragraph that fully addresses a prompt, with relevant detail.	Can write a well-developed paragraph on a familiar topic, adding extra detail and some elaboration.
Organization & Coherence	Can list isolated words vertically or across the page.	Can write short sentences in basic order (often as a list).	Can link some sentences with simple connectors (and, then).	Can organize ideas in logical order; uses simple connectors (and, but, because) and sequencing words (first, then).	Can organize writing clearly; uses a range of connectors and sequencing/organizing words (because, when, after that, in the morning, finally).	Can organize a paragraph with logical flow; uses a wider range of connectors and sequencing/organizing words to develop ideas smoothly.
Grammar & Functions	Can copy isolated words/phrases correctly; attempts at full sentences often unclear.	Can produce simple present sentences with frequent errors; may attempt questions or negatives.	Can produce simple present and some past sentences; some correct but frequent slips.	Can produce mostly correct simple sentences in present, past, and emerging future (going to); can use functional phrases (likes/dislikes, giving reasons).	Can produce mostly correct simple and some basic complex sentences (because, when); consistent control of present, past, and future; can use functional language for opinions, advice, and suggestions.	Can produce mostly correct simple and basic complex sentences; sometimes stretches to attempt more advanced forms (comparatives, simple passives) with some slips.
Vocabulary (lexical range)	Can copy or write a few very familiar words (e.g., family, school items).	Can use a small range of everyday words; frequent repetition.	Can use everyday vocabulary and some topic words; repetition common.	Can use a wider range of everyday and some familiar academic/ topic words; may attempt rephrasing with support.	Can use everyday, topic, and some familiar academic/global words with growing variety; can rephrase to avoid repetition.	Can use a good range of everyday and topic-specific words flexibly; can choose words for more precise meaning in familiar contexts.

Mechanics (capitalization, punctuation, spelling)	Can copy letters /words, but errors common; little control of spacing, capitals, or punctuation.	Can begin some sentences with a capital; may end with a period inconsistently; frequent spelling errors even in high-frequency words.	Can usually begin sentences with a capital and end with correct punctuation; spelling of high-frequency words mostly correct, though slips remain.	Can consistently begin sentences with a capital and end with correct punctuation; spells high-frequency words (e.g., family, school, food) mostly correctly; frequent errors occur with less common words. some errors in less common words.	Can consistently begin all sentences with a capital and end with correct punctuation; Can spell familiar-topic words (e.g., culture, health, education) mostly correctly though occasional slips remain; may begin to use commas (lists, longer sentences).	Can consistently use capitals and sentence punctuation correctly; spelling of familiar-topic words almost always correct; attempts at commas show emerging control.

Appendix 5. Exit Targets by Year & Skill

Listening Exit Targets Years 1–3

Listening Strand 1: Retrieve

Scope note: Retrieve means locating information that is directly stated in short spoken texts. This includes identifying words, phrases, or facts, and matching them with visuals or sequences. Progression is shown by moving from recognizing isolated elements in highly familiar contexts to handling several pieces of information in short dialogues or monologues, including non-linear texts (e.g., timetables, schedules). At this stage of language learning, "gist" refers to identifying what a text is about (topic), while "main idea" refers to the central message or point. "Key details" are the essential pieces of information (e.g., time, place, activity), while "significant details" are supporting or secondary information that adds meaning.

Retrieve Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
L.1.1 – Identify familiar words and phrases	Identifies familiar words and short phrases in slow, clear speech on highly familiar topics in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on familiar topics without additional support in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on both familiar and some less familiar topics in short exchanges and monologues, even without visual support.	Identifies familiar words and short phrases in clear speech on familiar, less familiar, and everyday academic topics (e.g., school announcements, subject-related instructions), even when spoken at natural pace with minimal repetition.
L.1.2 – Identify key/basic details in short spoken texts	Identifies several key details in short dialogues or short monologues on familiar topics.	Identifies several key details in short dialogues or monologues on familiar and slightly less familiar topics, sometimes when extra/ competing information is present.	Identifies several details in short exchanges or monologues on familiar and less familiar topics, even when some competing information is present.	Identifies several details in short exchanges or monologues on familiar, less familiar, and everyday academic topics, even when phrasing is indirect or competing information is included.
L.1.3 – Match spoken information with visuals or sequences	Matches short spoken descriptions to pictures, lists, or simple sequences (e.g., steps in a routine) in short exchanges or monologues.	Matches spoken descriptions to visuals or sequences on familiar and slightly less familiar topics, without additional support.	Matches spoken descriptions to visuals or sequences on familiar and less familiar topics, even when order is less explicit or extra information is included.	Matches spoken descriptions to visuals or sequences on familiar, less familiar, and some everyday academic topics, even when sequencing or visual cues are less direct.
L.1.4 – Identify the gist (topic) of short spoken texts	Identifies the gist of a short spoken text on familiar topics in short exchanges or monologues without additional support.	Identifies the gist of a short spoken text on familiar and slightly less familiar topics, even when some extra information is present.	Identifies the gist of short spoken texts on familiar and less familiar topics in exchanges or monologues, even when phrasing is indirect or some extra information is included.	Identifies the gist of short spoken texts on familiar, less familiar, and some everyday academic topics, even when paraphrased or multiple pieces of information compete.

L.1.5 – Identify the main idea (central message) in short spoken texts	Identifies the main idea of a short spoken text on familiar topics (in dialogues or monologues).	Identifies the main idea of a short spoken text on familiar and slightly less familiar topics, even when additional information is present.	Identifies the main idea of short spoken texts on familiar and less familiar topics, even when it is indirectly expressed or accompanied by competing information.	Identifies the main idea in short spoken texts on familiar, less familiar, and some everyday academic topics, including when it is implied or indirectly stated.
L.1.6 – Identify significant/ supporting details in short spoken texts	Identifies several obvious details in short exchanges or monologues on familiar topics.	Identifies main details, even with extra info, in short exchanges or monologues on familiar and slightly less familiar topics.	Identifies key and supporting details, distinguishing them from less important information in short spoken texts on familiar and less familiar topics, even when extra/competing information is present.	Identifies key and supporting details in short spoken texts on familiar, less familiar, and some everyday academic topics, even when details are embedded among extra/competing information.
L.1.7 – Identify meaning from short non-linear spoken texts (e.g., schedules, announcements)	Identifies the meaning of simple spoken announcements or schedules on familiar topics.	Identifies the meaning of simple spoken announcements or schedules on familiar and slightly less familiar topics, without additional support.	Identifies meaning from simple non-linear spoken texts (announcements, schedules, timetables) on familiar and less familiar topics, even when some extra or competing information is present.	Identifies meaning from short spoken non-linear texts (announcements, schedules, timetables) on familiar, less familiar, and some everyday academic topics, even when language is less direct or extra information is present.

Listening Strand 2: Interpret

Scope note: Interpret means making sense of overall meaning, relationships, and implied ideas in short spoken texts. Indicators apply to both short spoken exchanges (2 speakers at early levels, moving to simple 3-speaker exchanges) and short monologues (instructions, stories, announcements). Progression reflects topic familiarity, level of support, and ability to connect or infer meaning.

Interpret Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
L.2.1 – Understand sequence/order in short spoken texts	Understands the order of main steps/events in short exchanges or monologues on familiar topics (e.g., daily routines, instructions).	Understands and retells the order of steps/events in short exchanges or monologues on familiar and slightly less familiar topics without visual support.	Understands and retells the order of steps/events in short exchanges or monologues on familiar and less familiar topics, even when sequencing is not explicitly marked or some extra information is included.	Understands and retells the order of steps/events in short spoken texts on familiar, less familiar, and some everyday academic topics, even when ordering is implied, loosely structured, or extra information distracts.
L.2.2 – Resolve reference in speech (pronouns, demonstratives, deictics)	Links pronouns and simple demonstratives (he, she, it, this, that, here, there) to their referents across adjoining utterances in short exchanges or monologues on familiar topics.	Resolves pronouns and demonstratives across short exchanges or monologues on familiar and slightly less familiar topics, even when the referent is separated by other information.	Resolves pronouns, demonstratives, and some basic deictic references (e.g., here, there) across short spoken texts on familiar and less familiar topics, even when separated by extra information.	Resolves pronouns, demonstratives, and basic deictic references across short spoken texts on familiar, less familiar, and everyday academic topics, even when referents are indirect or implied.
L.2.3 – Identify relationships between speakers, objects, or events	Identifies relationships between people, objects, or events in short exchanges or monologues on familiar topics.	Identifies relationships in short exchanges or monologues on familiar and slightly less familiar topics with confidence.	Understands straightforward and some implied relationships between people, objects, or events in short spoken texts on familiar, less familiar, and academic topics.	Understands straightforward relationships and cause/effect links between people, objects, or events in short spoken texts on familiar, less familiar, and everyday academic topics, even when some are implied.
L.2.4 – Understand simple cause and effect in short spoken texts	Understands simple cause/effect links in short exchanges or monologues on familiar topics.	Understands cause/effect links in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one idea is included.	Understands cause/effect links in short spoken texts on familiar and less familiar topics, including when several causes or results are mentioned, and when some extra information is present.	Interprets cause/effect links and implications in short spoken texts on familiar, less familiar, and everyday academic topics, even when phrased indirectly.

L.2.5 – Identify speaker purpose (invite, request, thank, apologize, etc.)	Identifies speaker purpose in short exchanges or monologues on familiar topics.	Identifies speaker purpose in short exchanges or monologues on familiar and slightly less familiar topics, even when purpose is not stated directly.	Identifies speaker purpose in short spoken texts on familiar and less familiar topics, even when the purpose is indirectly expressed or accompanied by extra information.	Identifies speaker purpose, including implied purposes, in short spoken texts on familiar, less familiar, and some everyday academic topics, even when multiple possible purposes are suggested.
L.2.6 – Identify speaker opinion or basic attitude (from words and tone)	Identifies simple opinions or attitudes in short exchanges or monologues on familiar topics, using words and tone.	Identifies opinions or attitudes in short exchanges or monologues on familiar and slightly less familiar topics, even when expressed indirectly (e.g., "It's too noisy here.").	Identifies opinions and basic attitudes in short spoken texts on familiar and less familiar topics, even when phrased indirectly or accompanied by extra/competing information.	Identifies opinions and attitudes in short spoken texts on familiar, less familiar, and some everyday academic topics, including when expressed indirectly through tone, choice of words, or implied comments.
L.2.7 – Interpret simple implied meaning	Interprets some implied meaning in short exchanges or monologues on familiar topics (e.g., "It's hot in here" --> wants window open).	Interprets implied meaning in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one possible interpretation exists.	Interprets implied meaning in short spoken texts on familiar and less familiar topics, even when phrasing is indirect or when extra/competing information is present.	Interprets implied meaning and connects it across short spoken texts on familiar, less familiar, and some everyday academic topics, sometimes extending with a short inference or explanation.

Listening Strand 3: Evaluate

Scope note: Evaluate means making simple judgments about content, relevance, or quality in short spoken texts. Indicators apply to short spoken exchanges (mainly 2 speakers, with some 3-speaker exchanges at higher levels) and short monologues (instructions, announcements, short stories). At this stage, tasks remain simple due to learners' developing language resources. Progression is shown in moving from recognizing obvious judgments to making simple evaluations and linking them to self.

Evaluate Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
L.3.1 – Judge relevance of spoken information	Judges whether information in a short exchange or monologue is relevant for familiar classroom or everyday tasks.	Judges whether information in a short exchange or monologue is relevant for familiar and slightly less familiar tasks, and sometimes explains why.	Judges whether information in a short exchange or monologue is relevant for familiar and less familiar classroom or everyday tasks, and can give a reason.	Judges whether information is relevant for classroom and real-world tasks on familiar, less familiar, and some everyday academic topics, giving a clear reason.
L.3.2 – Express preference based on spoken information	Expresses a preference after listening to a short exchange or monologue with 2–3 familiar options (e.g., "I like the morning camp better.").	Expresses and justifies a preference after listening to a short exchange or monologue on familiar and slightly less familiar options.	Expresses and justifies a preference after listening to short spoken texts with several familiar and less familiar options.	Expresses and justifies a preference based on short spoken texts with several options (familiar, less familiar, or everyday academic), giving a short reason or explanation.

L.3.3 – Judge appropriateness of a decision or action	Judges whether a decision/action in a short exchange or monologue on familiar topics is appropriate or not (e.g., "She wants to volunteer --> good idea").	Evaluates decisions/actions in short exchanges or monologues on familiar and slightly less familiar topics, and gives a short reason.	Evaluates decisions or actions in short spoken texts on familiar and less familiar topics, giving a brief reason.	Evaluates decisions or actions in short spoken texts on familiar, less familiar, and some everyday academic topics, giving a brief justification.
L.3.4 – Show engagement in listening tasks	Shows consistent interest and engagement in listening tasks on familiar topics.	Shows enthusiasm for listening tasks on familiar and slightly less familiar topics; may independently seek or request more input.	Shows consistent engagement and interest in listening tasks on familiar and less familiar topics; sometimes seeks additional input or makes connections to other ideas.	Shows consistent engagement in listening tasks on familiar, less familiar, and everyday academic topics; extends discussion or independently seeks out further input.

Listening Strand 4: Apply

Scope note: Apply means using information from what is heard to complete a task, make a choice, or connect to personal experience. Indicators cover short spoken exchanges (e.g., classroom instructions, simple choices) and short monologues (e.g., stories, announcements). Progression reflects topic familiarity, amount of support, and task complexity.

Apply Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
L.4.1 – Complete a task using spoken information	Follows short spoken instructions to complete a simple 2–3 step task in familiar contexts (e.g., follow directions in class, complete a short matching task).	Follows short spoken instructions to complete tasks in familiar and slightly less familiar contexts (e.g., follow directions with some new words, complete a short timetable).	Uses short spoken instructions or information to complete multi-step tasks in familiar and less familiar contexts, even when some new vocabulary or extra information is included.	Completes multi-step tasks using spoken information in familiar, less familiar, and everyday academic contexts, even when new vocabulary or extra/ competing information is included.
L.4.2 – Make a choice using spoken information	Chooses between 2–3 familiar options after listening to a short exchange or monologue (e.g., select a class activity, choose food from a short menu).	Makes a choice and gives a simple reason, based on information from short exchanges or monologues on familiar and slightly less familiar topics.	Makes a choice and gives a simple reason, using information from short spoken texts on familiar and less familiar topics, even when options compete.	Makes an appropriate choice using information from short spoken texts on familiar, less familiar, and everyday academic topics, giving a short explanation or justification.
L.4.3 – Connect spoken information to own experience	Connects a familiar idea from a short exchange or monologue to own life (e.g., "She lives in a big city --> I live in a small village.").	Connects familiar and slightly less familiar ideas from short exchanges or monologues to own life, sometimes adding a reason or short comment.	Connects ideas from short spoken texts on familiar and less familiar topics to own life, sometimes extending with a reason or short comment.	Connects ideas from short spoken texts on familiar, less familiar, and everyday academic topics to own life, extending with a reason, example, or short comment.

L.4.4 – Reflect on values or behaviors in spoken texts	Makes a simple judgment about values/behaviors in short exchanges or monologues on familiar topics (e.g., "She helps her friend --> That's good").	Reflects briefly on values/behaviors in short exchanges or monologues on familiar and slightly less familiar topics, sometimes linking to self ("Volunteering is good --> I want to do the same").	Reflects briefly on values or behaviors in short spoken texts on familiar and less familiar topics, sometimes linking to self or peers ("Helping neighbors is good --> I want to do this too").	Reflects briefly on values or behaviors in short spoken texts on familiar, less familiar, and everyday academic topics, sometimes linking to self or peers and adding a reason.

Speaking Exit Targets Years 1-3

Standards describe performance in interactive speaking on familiar, everyday, and personally relevant topics, including familiar school/academic content covered in class. Prompts do not require unfamiliar or abstract topics without support.

Strand	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
Spoken Fluency & Coherence	Produces short, linked sentences with some pauses; uses a few basic connectors (and, then); keeps conversation going at a basic level.	Produces connected speech with some detail; uses basic connectors (and, but, because) more consistently; pauses do not usually disrupt meaning.	Produces short stretches of connected speech with extra detail; organizes ideas using a range of simple connectors (because, when, after that); pauses are occasional but do not disrupt meaning.	Sustains longer stretches of connected speech with elaboration and some narrative detail; organizes ideas clearly with sequencing and organizing words (first, next, later, finally); communicates smoothly, with only minor hesitation when searching for less familiar vocabulary.
Interaction & Communication Strategies	Answers questions and sometimes asks one simple question; shows interest with some short reactions.	Maintains exchanges on familiar topics; asks some follow-up questions and uses expressions to show interest.	Sustains exchanges with detail; consistently asks follow-up questions and uses expressions and body language (eye contact, nodding, short reactions) to engage the listener.	Extends topics with extra detail without prompting; confidently maintains interaction through follow-up questions, functional expressions (That reminds me... / What about you?), and natural reactions; manages turn-taking with growing independence.
Lexical Range & Accuracy	Uses everyday words and some topic words from class; can express basic ideas but repeats frequently.	Uses a wider range of everyday and some familiar academic/topic words; can rephrase with support to avoid repetition.	Uses everyday, topic, and some academic words with growing variety; rephrases or uses simple synonyms to avoid repetition; vocabulary is sufficient for familiar conversations and short tasks.	Uses a good range of everyday and topic-specific words with flexibility; begins to select between words for precision in familiar contexts; occasionally uses less familiar words to extend meaning, often with errors in word form or use.

Grammatical Range (includes functions)	Uses simple present and some past tense with less control; produces some correct short sentences, though errors may be frequent when producing linked sentences.	Uses present, past, and emerging future (going to) in simple sentences; can use basic functional language (likes/dislikes, giving simple reasons).	Uses present, past, and future with growing consistency; produces some basic complex sentences (because, when); uses functional language for opinions, giving reasons, and making simple suggestions.	Uses mostly correct simple and basic complex sentences; experiments with some emerging higher-level structures (comparatives, simple passives, relative clauses) though errors occur; uses functional language flexibly for opinions, advice, and suggestions.
Pronunciation (phonological control)	Pronounces most familiar words understandably though some sounds are unclear; stress and intonation mostly flat.	Pronounces most familiar words clearly; some use of stress/intonation to support meaning.	Pronounces familiar words clearly; rhythm and intonation support meaning; occasional slips occur but do not affect overall understanding.	Pronounces almost all familiar and less familiar words clearly; rhythm and intonation often sound natural; minor slips never affect understanding, even when speaking at greater length.

Reading Exit Targets Years 1-3

Reading Strand 1: Retrieve

Scope note: Retrieve means finding information directly stated in a text, including continuous texts (narratives, descriptions, instructions) and non-linear texts (lists, timetables, charts, graphs, signs, and diagrams). Students begin by locating single facts in simple formats, then progress toward retrieving details across more complex or competing information and from multiple representations.

Retrieve Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
R.1.1 – Locate explicit fact	Identifies a required fact in a short, familiar text even when other information is also present.	Identifies a required fact in a short text even when competing information is included.	Identifies required facts in short texts on familiar and less familiar topics, even when competing or less obvious information is included.	Identifies required facts in short texts on familiar, less familiar, and some everyday academic topics, even when phrased indirectly or presented across different parts of the text.
R.1.2 – Locate time/number/-date/ price	Identifies required time/ number/date/price when several appear in the text.	Identifies the correct time/ number/date/price when several appear, including some competing information.	Identifies correct times, numbers, dates, or prices in short texts on familiar and less familiar topics, even when several appear with extra or competing information.	Identifies correct times, numbers, dates, or prices across short texts on familiar, less familiar, and some everyday academic topics, even when presented in varied formats or with competing information.
R.1.3 – Use text features (title, heading, bold print, visuals)	Uses a title, heading, or bold print to help locate required information in a simple text.	Combines use of text features (e.g., heading + list, timetable + graph) to locate required information when some competing information is present.	Integrates multiple text features (headings, lists, timetables, graphs, diagrams) to locate required information in short texts on familiar and less familiar topics, even when competing information is present.	Integrates multiple text features (headings, lists, timetables, graphs, diagrams) flexibly to locate and cross-check required information in texts on familiar, less familiar, and everyday academic topics.

R.1.4 – Identify main idea(s)	Identifies the main idea of short, familiar texts (what the text is about).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is not directly stated or when competing information is included.	Identifies the main idea in short texts on familiar, less familiar, and some everyday academic topics, even when implied or accompanied by competing information.
R.1.5 – Locate multiple facts	Identifies several required facts in a short, familiar text even when spread across different sentences.	Identifies several required facts across different parts of a text, including when competing information is present.	Identifies and integrates several required facts across different parts of a text (or across simple related texts), even when competing or less obvious information is included.	Identifies and integrates several required facts across different parts of a text or across short related texts (e.g., text + chart), even when some facts are less obvious or competing information is present.
R.1.6 – Details	Identifies key details in short texts on familiar topics when limited competing information is present.	Identifies main and minor details in short texts on familiar topics even when competing information is present.	Identifies main and supporting details in short texts on familiar and less familiar topics, even when competing information or varied wording is included.	Identifies and distinguishes main and supporting details in short texts on familiar, less familiar, and everyday academic topics, even when expressed with varied wording or embedded in extra information.
R.1.7 – Non-linear texts (lists, timetables, charts, graphs, diagrams, signs)	Identifies basic information from non-linear texts (e.g., a class supplies list, timetable, or simple graph) on familiar topics.	Identifies and compares information across simple non-linear texts (lists, timetables, graphs, diagrams) on familiar topics, even when some competing information is present.	Identifies and compares information across non-linear texts (lists, timetables, charts, graphs, diagrams) on familiar and less familiar topics, even when some competing information is included.	Identifies, compares, and interprets information across non-linear texts (lists, timetables, charts, graphs, diagrams) on familiar, less familiar, and some everyday academic topics, even when links are not directly signaled.
R.1.8 – Retell story (non-verbal)	Retells the main events of a straightforward story on a familiar topic in non-verbal ways (e.g., sequence pictures, arrange sentences).	Retells main events of a story on familiar and some less familiar topics in non-verbal ways even with minimal visual support or when competing information is present.	Retells main events of short stories on familiar and less familiar topics in non-verbal ways (e.g., sequence pictures, complete diagrams, order events) with little or no visual support.	Retells main events of short stories on familiar, less familiar, and some everyday academic topics in non-verbal ways (e.g., sequence pictures, complete diagrams, order events), with clear logical order and little or no visual support.
R.1.9 – Retell story (verbal)	Retells a straightforward story verbally with some visual support (key words or pictures).	Retells a straightforward story verbally with limited visual support (e.g., headings but no pictures).	Retells straightforward stories verbally on familiar and less familiar topics, with little or no visual support, maintaining logical sequence.	Retells straightforward stories verbally on familiar, less familiar, and some everyday academic topics with clear sequence, even when little or no visual support is provided.

R.1.10 – Identify relationships among words/phrases	Demonstrates understanding of relationships among familiar words/phrases in simple texts (e.g., house/ apartment = bedroom, kitchen).	Demonstrates understanding of relationships among less familiar words/phrases in simple texts, even when competing information is present.	Demonstrates understanding of relationships among words/ phrases (categories, opposites, part–whole) in short texts on familiar and less familiar topics, even when competing information is included.	Demonstrates understanding of relationships among words/phrases (categories, opposites, part–whole) in texts on familiar, less familiar, and some everyday academic topics, even when competing information or varied expressions are included.
R.1.11 – Identify referents (pronouns, demonstratives)	Identifies simple referents (demonstratives, subject/ object pronouns) in familiar short texts.	Identifies referents across two sentences in short texts on familiar and some less familiar topics, even when competing information is present.	Identifies pronoun and demonstrative references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.	Identifies pronoun and demonstrative references across several sentences or short paragraphs in connected texts on familiar, less familiar, and everyday academic topics, even when referents are indirect, implied, or separated by extra information.

Reading Strand 2: Interpret

Scope note: Interpret means building meaning that is not always directly stated. This includes identifying gist, sequence, references, connections, and implied meaning in continuous and non-linear texts (charts, graphs, diagrams). Progression reflects growing independence in interpreting meaning and relationships across modes.

Interpret Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
R.2.1 – Sequence of events	Puts events in order in short, familiar texts using sequencing words (first, then, next).	Puts events in order in short texts even when sequencing words are missing or compe- ting information is present.	Sequences events in short texts on familiar and less familiar topics, even when order is implied (not explicit) or competing information is present.	Sequences events in texts on familiar, less familiar, and everyday academic topics, even when order is implied, not explicit, or competing information is present.
R.2.2 – Main idea (gist)	Identifies the main idea of short, familiar texts with some support (title, repetition, simple connectors).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is implied or when extra information is included.	Identifies the main idea in short texts on familiar, less familiar, and everyday academic topics, even when implied, expressed indirectly, or accompanied by competing information.

R.2.3 – Reference (pronouns, simple substitutes)	Links pronouns and other simple substitutes (this, that) to nouns in short, familiar texts.	Links pronoun references across two sentences in short connected texts, even when competing information is present.	Interprets pronoun and substitute references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.	Interprets pronoun and substitute references across several sentences or short paragraphs in connected texts on familiar, less familiar, and everyday academic topics, even when indirect or competing information is included.
R.2.4 – Meaning from context	Guesses the meaning of a simple unfamiliar word from context in short, familiar texts.	Guesses the meaning of simple unfamiliar words from context in familiar texts even when competing information is present.	Infers the meaning of simple unfamiliar words from context in short texts on familiar and less familiar topics, even when some extra or competing information is present.	Infers the meaning of simple unfamiliar words or phrases from context in short texts on familiar, less familiar, and everyday academic topics, even when competing information or indirect clues are present.
R.2.5 – Author's opinion / stance	Identifies simple opinions in short texts on familiar topics (likes/-dislikes, easy/hard).	Identifies simple opinions in short texts on familiar topics even when implied and not directly stated.	Identifies author's or character's opinion/stance in short texts on familiar and less familiar topics, even when implied or expressed indirectly.	Identifies author's or character's opinion/stance in short texts on familiar, less familiar, and everyday academic topics, even when expressed indirectly, implied, or contrasted with other views.
R.2.6 – Connections between ideas	Identifies basic connections in familiar texts using simple linking words (and, but, because).	Interprets basic connections across sentences in familiar texts, even when competing information is present.	Interprets connections between ideas across sentences and short paragraphs in texts on familiar and less familiar topics, even when not explicitly marked or when competing information is included.	Interprets connections between ideas across sentences and short paragraphs in texts on familiar, less familiar, and everyday academic topics, even when not explicitly marked or when competing information is included.
R.2.7 – Visuals, diagrams, and graphs with text	Interprets basic meaning from visuals, diagrams, or graphs directly linked to short, familiar texts.	Interprets relationships across text and visuals/graphs (e.g., compare two bars in a chart, link a sentence to a graph) even when not explicitly repeated.	Interprets relationships between text and visuals/graphs/diagrams (e.g., compare data, draw a conclusion) on familiar and less familiar topics, even when links are implied.	Interprets relationships between text and visuals/graphs/diagrams (e.g., compare data, infer a conclusion) on familiar, less familiar, and everyday academic topics, even when links are implied or indirect.



Reading Strand 3: Evaluate

Scope note: Evaluate means making judgments about content, relevance, and representation of ideas in continuous and non-linear texts (including graphs/diagrams). Students progress from recognizing obvious matches to making simple judgments about accuracy, relevance, or appropriateness.

Evaluate Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
R.3.1 – Identify purpose	Identifies the purpose of short, familiar texts (e.g., to invite, to describe, to suggest).	Identifies the purpose of familiar texts even when competing information is included.	Identifies the purpose of short texts on familiar and less familiar topics, even when competing information or indirect wording is included.	Identifies the purpose of short texts on familiar, less familiar, and every-day academic topics, even when expressed indirectly or with competing information.
R.3.2 – Evaluate ideas in visuals/ graphs	Judges whether a picture, diagram, or simple graph matches information in a short, familiar text.	Judges whether visuals, diagrams, or graphs accurately represent information in short texts, and explains why.	Evaluates whether visuals, diagrams, or graphs accurately represent information in short texts on familiar and less familiar topics, explaining why.	Evaluates whether visuals, diagrams, or graphs accurately represent information in texts on familiar, less familiar, and everyday academic topics, explaining why.
R.3.3 – Relevance to task	Judges whether information is useful for a simple classroom or real-world task (e.g., choosing a food for someone with a cold).	Judges whether information is useful for a classroom or real-world task even when competing information is included.	Judges whether information in short texts on familiar and less familiar topics is useful for class-room or real-world tasks, giving a brief reason.	Judges whether information in texts on familiar, less familiar, and everyday academic topics is useful for classroom or real-world tasks, consistently giving a short reason or explanation.
R.3.4 – Opinions and values	Judges whether a character's opinion or decision in a short text makes sense in context.	Evaluates simple opinions or decisions in short texts and relates them to own life or values.	Evaluates simple opinions, decisions, or values in short texts on familiar and less familiar topics, and relates them to own life or values with a brief explanation.	Evaluates simple opinions, decisions, or values in texts on familiar, less familiar, and everyday academic topics, and relates them to own life or values with a brief explanation.



Reading Strand 4: Apply

Scope note: Apply means using information from texts (continuous and non-linear: lists, timetables, charts, graphs, diagrams, signs) to complete a task, make choices, or connect ideas to self. Students progress from copying obvious information to applying ideas in classroom/real-world tasks, and eventually to representing information in new ways (e.g., filling in or creating simple graphs).

Apply Indicator	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
R.4.1 – Follow instructions	Follows short, simple written instructions on familiar tasks (e.g., classroom or homework activity).	Follows short written instructions and completes familiar tasks even when some competing information is present (e.g., choose correct form, complete a short chart).	Follows short written instructions to complete tasks in familiar and less familiar contexts, even when some competing information is included.	Follows short written instructions to complete tasks in familiar, less familiar, and everyday academic contexts, even when competing information or varied wording is included.
R.4.2 – Use information to make choices	Uses information from short, familiar texts to make simple choices for a task (e.g., selecting a snack for a friend, choosing the right camp) when there is limited competing information.	Uses information from short, familiar texts to make appropriate choices even when there is a range of competing information (e.g., compare two activities described in a flyer).	Uses information from short texts on familiar and less familiar topics to make appropriate choices for classroom or real-world tasks, even when multiple options or competing information are included.	Uses information from short texts on familiar, less familiar, and everyday academic topics to make appropriate choices for classroom or real-world tasks, even when multiple options and competing information are included.
R.4.3 – Apply ideas from a text	Applies a simple idea from a familiar text to a classroom task (e.g., follow a time-management tip to make a short schedule).	Applies ideas from short familiar texts independently to complete a classoom/real-world task (e.g., adapt a study tip, follow a recipe, fill in missing steps on a chart).	Applies ideas from short texts on familiar and less familiar topics independently to complete a task, even when texts include competing information.	Applies ideas from short texts on familiar, less familiar, and everyday academic topics independently to complete a classroom or real-world task, even when texts include extra or competing information.
R.4.4 – Connect learning to self	Connects ideas from a short, familiar text to own life in a simple way (e.g., "This advice is good for me because...").	Connects and extends ideas from familiar texts to self or peers, showing reflection or evaluation of the idea.	Connects and extends ideas from short texts on familiar and less familiar topics to self or peers, showing reflection or evaluation.	Connects and extends ideas from short texts on familiar, less familiar, and everyday academic topics to self or peers, showing reflection or evaluation.
R.4.5 – Represent information from a text (graphs/ diagrams)	Fills in key information on a simple chart, table, or graph (e.g., complete missing data from a short text).	Transfers information from a short, familiar text into a simple visual representation (e.g., complete a table, fill in a bar chart, or make a labeled diagram) with limited support.	Transfers information from short texts on familiar and less familiar topics into simple visual representations (charts, tables, graphs, diagrams), with accuracy and independence.	Transfers information from short texts on familiar, less familiar, and everyday academic topics into simple visual representations (charts, tables, graphs, diagrams) with accuracy and independence; may adapt or reorganize data to show meaning clearly.

Writing Exit Targets Years 1–3

Scope: Standards describe performance in writing short texts on familiar, everyday, and personally relevant topics, including familiar academic/school subjects. Prompts do not require unfamiliar or abstract topics.

Strand	Year 1 Exit Mid A1	Year 2 Exit Early A2/Upper A1	Year 3 Exit Mid A2	Exceeds A2+
Task Fulfillment (overall written production)	Addresses all main parts of the task with some detail; ideas are mostly clear and on-topic.	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Expands responses with clear details; addresses familiar tasks fully and adds some elaboration (e.g., examples, short explanations). Ideas are connected and easy to follow.	Produces extended responses with elaboration and supporting detail; addresses tasks with confidence and begins to adapt content to audience/purpose. Ideas are consistently clear and sometimes show development across sentences/sections.
Coherence & Cohesion	Produces a generally logical order; uses simple connectors (and, then, because) and some sequencing words (first, next); attempts elaboration.	Produces a clear logical order; uses a wider range of connectors (and, but, because, when) and sequencing words (first, later, finally); develops topic with elaboration.	Organizes writing into short paragraphs or sections; uses sequencing and connecting words (first, next, after that, finally) consistently; develops ideas with some supporting detail.	Organizes writing into clear short paragraphs; uses a variety of connectors (in addition, so, after that, finally) with growing accuracy; begins to use simple cohesive devices (pronouns, repetition, substitution) for flow.
Grammatical Accuracy (includes functions)	Produces mostly correct simple sentences; shows some control of present, past, and emerging future (going to); uses some functional expressions but slips occur.	Produces mostly correct simple and some basic complex sentences; shows consistent control of basic tenses (present, past, future) and functional structures (likes/dislikes, giving reasons, suggestions). Errors are minor.	Produces simple and some complex sentences with growing accuracy; uses present, past, and future consistently; expresses opinions, reasons, and short explanations with functional language.	Produces a range of simple and complex sentences with greater accuracy; uses comparatives, simple passives, and conjunctions (because, when, if) with some control; expresses opinions, short arguments, and explanations with more confidence.
Lexical Range & Appropriacy	Uses everyday vocabulary and some topic words; occasional repetition but conveys meaning.	Uses a wider range of everyday and topic-specific words from class; sometimes rephrases to avoid repetition; vocabulary supports clear expression.	Uses a good range of everyday and topic-specific words; attempts rephrasing and synonyms to avoid repetition; selects words that fit task and meaning.	Uses everyday, topic, and some academic words flexibly; chooses words for precision; uses synonyms and basic collocations to add variety; vocabulary supports extended expression.
Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	Writes all sentences with capitals and full stops; spelling of high-frequency words is mostly correct; occasional slips do not affect meaning.	Writes sentences with correct capitals and punctuation; spelling of common and familiar-topic words is mostly correct; may begin to use commas (lists, longer sentences).	Writes with consistent use of capitals, full stops, and commas in lists/longer sentences; spelling of common words is accurate; errors in less frequent words do not impede readability.	Writes with secure control of capitals, full stops, and commas; uses question marks and apostrophes with some accuracy; spelling of most words (including some less frequent) is accurate. Errors are minor and do not affect clarity.

Appendix 6: Performance Levels by Year & Skill

Performance levels describe the extent to which outcomes (the Exit Targets) are achieved. The four levels — Does Not Meet, Partially Meets, Meets, and Exceeds Expectations — provide a consistent reference for judging learner performance across classrooms and regions. Together, they allow teachers, inspectors, and policymakers to interpret student achievement fairly, identify areas requiring support, and ensure comparability of results nationwide.

Grade 7

Performance Levels

Listening, Year 1 Performance Levels (Target Mid A1)

Listening Strand 1: Retrieve

Scope note: Retrieve means locating information that is directly stated in short spoken texts. This includes identifying words, phrases, or facts, and matching them with visuals or sequences. Progression is shown by moving from recognizing isolated elements in highly familiar contexts to handling several pieces of information in short dialogues or monologues, including non-linear texts (e.g., timetables, schedules). At this stage of language learning, "gist" refers to identifying what a text is about (topic), while "main idea" refers to the central message or point. "Key details" are the essential pieces of information (e.g., time, place, activity), while "significant details" are supporting or secondary information that adds meaning.

Retrieve Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.1.1 – Identify familiar words and phrases	Identifies only a very limited set of familiar words with heavy repetition.	Identifies isolated familiar words (e.g., numbers, names, classroom items) in very short exchanges or monologues with visual or verbal support.	Identifies familiar words and short phrases in slow, clear speech on highly familiar topics in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on familiar topics without additional support in short exchanges or monologues.
L.1.2 – Identify key/basic details in short spoken texts	Does not identify an obvious detail, even with strong visual/ verbal support.	Identifies a single obvious detail (e.g., a time, a place, a familiar activity) in very short exchanges or monologues on highly familiar topics, with visual support.	Identifies several key details in short dialogues or short monologues on familiar topics.	Identifies several key details in short dialogues or monologues on familiar and slightly less familiar topics, sometimes when extra/competing information is present.
L.1.3 – Match spoken information with visuals or sequences	Does not match spoken input to visuals or sequences.	Matches a word or phrase in short speech to a single picture or object.	Matches short spoken descriptions to pictures, lists, or simple sequences (e.g., steps in a routine) in short exchanges or monologues.	Matches spoken descriptions to visuals or sequences on familiar and slightly less familiar topics, without additional support.
L.1.4 – Identify the gist (topic) of short spoken texts	Does not identify what a spoken text is about.	Identifies the gist of a short spoken message on a highly familiar topic, with visual or verbal support.	Identifies the gist of a short spoken text on familiar topics in short exchanges or monologues without additional support.	Identifies the gist of a short spoken text on familiar and slightly less familiar topics, even when some extra information is present.
L.1.5 – Identify the main idea (central message) in short spoken texts	Does not identify the main idea, even with support.	Identifies the main idea of a short spoken exchange or monologue on a highly familiar topic, with visual or verbal support.	Identifies the main idea of a short spoken text on familiar topics (in dialogues or monologues).	Identifies the main idea of a short spoken text on familiar and slightly less familiar topics, even when additional information is present.

L.1.6 – Identify significant/ supporting details in short spoken texts	Does not identify details, even with support.	Identifies one obvious detail in short, clear speech on highly familiar topics, with visual/ verbal support.	Identifies several obvious details in short exchanges or monologues on familiar topics.	Identifies main details, even with extra/ competing info, in short exchanges or monologues on familiar and slightly less familiar topics.
L.1.7 – Identify meaning from short non-linear spoken texts (e.g., schedules, announcements)	Does not identify meaning from spoken announcements or non-linear texts.	Identifies the meaning of very simple spoken announcements or schedules on highly familiar topics, with visual support.	Identifies the meaning of simple spoken announcements or schedules on familiar topics.	Identifies the meaning of simple spoken announcements or schedules on familiar and slightly less familiar topics, without additional support.

Listening Strand 2: Interpret

Scope note: Interpret means making sense of overall meaning, relationships, and implied ideas in short spoken texts. Indicators apply to both short spoken exchanges (2 speakers at early levels, moving to simple 3-speaker exchanges) and short monologues (instructions, stories, announcements). Progression reflects topic familiarity, level of support, and ability to connect or infer meaning.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.2.1 – Understand sequence/order in short spoken texts	Does not recognize order of events, even with visual support.	Identifies the first or last step in a very short, highly familiar sequence with strong support.	Understands the order of main steps/events in short exchanges or monologues on familiar topics (e.g., daily routines, instructions).	Understands and retells the order of steps/ events in short exchanges or monologues on familiar and slightly less familiar topics without visual support.
L.2.2 – Resolve reference in speech (pronouns, demonstratives, deictics)	Does not link pronouns/ demonstratives to nouns or ideas.	Links a simple pronoun or demonstrative (he, she, this) to a noun when adjacent in a short utterance.	Links pronouns and simple demonstratives (he, she, it, this, that, here, there) to their referents across adjoining utterances in short exchanges or monologues on familiar topics.	Resolves pronouns and demonstratives across short exchanges or monologues on familiar and slightly less familiar topics, even when the referent is separated by other information.
L.2.3 – Identify relationships between speakers, objects, or events	Does not identify relationships, even with support.	Recognizes a very simple relationship in a short, highly familiar exchange (e.g., teacher/ student, family member).	Identifies relationships between people, objects, or events in short exchanges or monologues on familiar topics.	Identifies relationships in short exchanges or monologues on familiar and slightly less familiar topics with confidence.
L.2.4 – Understand simple cause and effect in short spoken texts	Does not recognize why something happens, even with support.	Recognizes a very simple reason in a short, highly familiar exchange (e.g., "I'm tired because...").	Understands simple cause/effect links in short exchanges or monologues on familiar topics.	Understands cause/effect links in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one idea is included.

L.2.5 – Identify speaker purpose (invite, request, thank, apologize, etc.)	Does not identify speaker purpose, even with strong support.	Recognizes a simple purpose in a very short, highly familiar exchange (e.g., invitation, request).	Identifies speaker purpose in short exchanges or monologues on familiar topics.	Identifies speaker purpose in short exchanges or monologues on familiar and slightly less familiar topics, even when purpose is not stated directly.
L.2.6 – Identify speaker opinion or basic attitude (from words and tone)	Does not recognize opinion or attitude, even with support.	Recognizes a simple expressed opinion or feeling (e.g., "I like pizza," "I'm happy") in a short, highly familiar exchange.	Identifies simple opinions or attitudes in short exchanges or monologues on familiar topics, using words and tone.	Identifies opinions or attitudes in short exchanges or monologues on familiar and slightly less familiar topics, even when expressed indirectly (e.g., "It's too noisy here.").
L.2.7 – Interpret simple implied meaning	Does not infer meaning, even with strong support.	Recognizes an obvious implied meaning in a very short, highly familiar exchange (e.g., "It's late" --> bedtime).	Interprets some implied meaning in short exchanges or monologues on familiar topics (e.g., "It's hot in here" --> wants window open).	Interprets implied meaning in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one possible interpretation exists.

Listening Strand 3: Evaluate

Scope note: Evaluate means making simple judgments about content, relevance, or quality in short spoken texts. Indicators apply to short spoken exchanges (mainly 2 speakers, with some 3-speaker exchanges at higher levels) and short monologues (instructions, announcements, short stories). At this stage, tasks remain simple due to learners' developing language resources. Progression is shown in moving from recognizing obvious judgments to making simple evaluations and linking them to self.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.3.1 – Judge relevance of spoken information	Does not say if information is useful or relevant, even with support.	States if a piece of information is useful for a very simple, highly familiar task (e.g., "Bring your book").	Judges whether information in a short exchange or monologue is relevant for familiar classroom or everyday tasks.	Judges whether information in a short exchange or monologue is relevant for familiar and slightly less familiar tasks, and sometimes explains why.
L.3.2 – Express preference based on spoken information	Does not express a preference, even when given options.	Chooses between 2 very simple, highly familiar options after hearing short prompts (e.g., "Do you want tea or juice?").	Expresses a preference after listening to a short exchange or monologue with 2–3 familiar options (e.g., "I like the morning camp better.").	Expresses and justifies a preference after listening to a short exchange or monologue on familiar and slightly less familiar options.
L.3.3 – Judge appropriateness of a decision or action	Does not make a judgment about decisions/ actions in a spoken text.	States if a simple action in a highly familiar context is "good" or "not good" (e.g., "He is late --> not good").	Judges whether a decision/action in a short exchange or monologue on familiar topics is appropriate or not (e.g., "She wants to volunteer --> good idea").	Evaluates decisions/ actions in short exchanges or monologues on familiar and slightly less familiar topics, and gives a short reason.

L.3.4 – Show engagement in listening tasks	Rarely engage in listening tasks; needs strong prompting.	Shows some interest when the topic is highly familiar or personally relevant.	Shows consistent interest and engagement in listening tasks on familiar topics.	Shows enthusiasm for listening tasks on familiar and slightly less familiar topics; may independently seek or request more input.

Listening Strand 4: Apply

Scope note: Apply means using information from what is heard to complete a task, make a choice, or connect to personal experience. Indicators cover short spoken exchanges (e.g., classroom instructions, simple choices) and short monologues (e.g., stories, announcements). Progression reflects topic familiarity, amount of support, and task complexity.

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.4.1 – Complete a task using spoken information	Understands some isolated words but cannot yet carry out a task.	Follows a one-step instruction in a highly familiar context with strong support (e.g., "Open your book").	Follows short spoken instructions to complete a simple 2–3 step task in familiar contexts (e.g., follow directions in class, complete a short matching task).	Follows short spoken instructions to complete tasks in familiar and slightly less familiar contexts (e.g., follow directions with some new words, complete a short timetable).
L.4.2 – Make a choice using spoken information	Understands words but does not yet make a choice.	Chooses between 2 highly familiar options after a short prompt (e.g., "Bus at 8 or 9?").	Chooses between 2–3 familiar options after listening to a short exchange or monologue (e.g., select a class activity, choose food from a short menu).	Makes a choice and gives a simple reason, based on information from short exchanges or monologues on familiar and slightly less familiar topics.
L.4.3 – Connect spoken information to own experience	Understands single words but does not yet connect them to self.	Connects a very simple familiar idea to self with support (e.g., "He likes pizza --> Me too").	Connects a familiar idea from a short exchange or monologue to own life (e.g., "She lives in a big city --> I live in a small village.").	Connects familiar and slightly less familiar ideas from short exchanges or monologues to own life, sometimes adding a reason or short comment.
L.4.4 – Reflect on values or behaviors in spoken texts	Recognizes words for behaviors but does not comment.	Responds simply to a clear value/ behavior in highly familiar contexts (e.g., "He is kind --> good").	Makes a simple judgment about values/behaviors in short exchanges or monologues on familiar topics (e.g., "She helps her friend --> That's good").	Reflects briefly on values/behaviors in short exchanges or monologues on familiar and slightly less familiar topics, sometimes linking to self ("Volunteering is good --> I want to do the same").

Speaking, Year 1 Performance Levels (Target Mid A1)

Standards describe performance in interactive speaking on familiar, everyday, and personally relevant topics, including familiar school/academic content covered in class. Prompts do not require unfamiliar or abstract topics without support.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Spoken Fluency & Coherence	Produces isolated words or memorized phrases with long pauses; listener must prompt to continue.	Produces short, simple sentences on familiar topics with frequent pauses; speech is fragmented.	Produces short, linked sentences with some pauses; uses a few basic connectors (and, then); keeps conversation going at a basic level.	Produces connected speech with some detail; uses basic connectors (and, but, because) more consistently; pauses do not usually disrupt meaning.
Interaction & Communication Strategies	Responds to yes/no questions with single words or gestures; rarely engages partner.	Answers simple questions but rarely asks questions; relies on prompting.	Answers questions and sometimes ask one simple question; shows interest with some short reactions.	Maintains exchanges on familiar topics; asks some follow-up questions and uses expressions to show interest.
Lexical Range & Accuracy	Uses only a few everyday words (names, objects, classroom language); frequent word gaps.	Uses a small range of high-frequency everyday words; often repeats.	Uses everyday words and some topic words from class; can express basic ideas but repeats frequently.	Uses a wider range of everyday and some familiar academic/topic words; can rephrase with support to avoid repetition.
Grammatical Range (includes functions)	Uses isolated words or chunks (e.g., my name is...); little control of structure.	Uses simple present with some errors; may produce short formulaic questions (what's this?).	Uses simple present and some past tense with less control; produces some correct short sentences but frequent errors.	Uses present, past, and emerging future (going to) in simple sentences; can use basic functional language (likes/dislikes, giving simple reasons).
Pronunciation (phonological control)	Produces isolated words, often unclear; listener needs repetition.	Pronounces a few high-frequency words understandably with support.	Pronounces most familiar words understandably though some sounds are unclear; stress and intonation mostly flat.	Pronounces most familiar words clearly; some use of stress/intonation to support meaning.

Reading, Year 1 Performance Levels (Target Mid A1)

Reading Strand 1: Retrieve
Scope note: Retrieve means finding information directly stated in a text, including continuous texts (narratives, descriptions, instructions) and non-linear texts (lists, timetables, charts, graphs, signs, and diagrams). Students begin by locating single facts in simple formats, then progress toward retrieving details across more complex or competing information and from multiple representations.

Retrieve Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.1.1 – Locate explicit fact	Recognizes words in a text but does not identify the required fact.	Identifies a required fact when it is the only piece of information given.	Identifies a required fact in a short, amiliar text even when other information is also present.	Identifies a required fact in a short text even when competing information is included.
R.1.2 – Locate time /number/ date/price	Points to numbers in a text but does not indicate which one answers the question.	Identifies required time/number/ date when only 1–2 appear in the text.	Identifies required time/number/date/ price when several appear in the text.	Identifies the correct time/number/date/price when several appear, including some competing information.
R.1.3 – Use text features (title, heading, bold print, visuals)	Indicates awareness of a title or picture but does not use it to find information.	Uses a picture or title to identify the topic of a text.	Uses a title, heading, or bold print to help locate required information in a simple text.	Combines use of text features (e.g., heading + list, timetable + graph) to locate required information when some competing information is present.
R.1.4 – Identify main idea(s)	Recognizes isolated words but not the main idea.	Identifies the main idea when it is strongly supported by a picture or repetition.	Identifies the main idea of short, familiar texts (what the text is about).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.
R.1.5 – Locate multiple facts	Identifies only one fact even if more are required.	Identifies two facts in close proximity in a short text, when they are obvious and clearly worded.	Identifies several required facts in a short, familiar text even when spread across different sentences.	Identifies several required facts across different parts of a text, including when competing information is present.
R.1.6 – Details	Identifies single familiar words; does not retrieve details.	Identifies one or two obvious details when no competing information is present.	Identifies key details in short texts on familiar topics when limited competing information is present.	Identifies main and minor details in short texts on familiar topics even when competing information is present.
R.1.7 – Non-linear texts (lists, timetables, charts, graphs, diagrams, signs)	Recognizes symbols or numbers but does not match them to meaning.	Identifies meaning from a very simple list or labeled picture with teacher support.	Identifies basic information from non-linear texts (e.g., a class supplies list, timetable, or simple graph) on familiar topics.	Identifies and compares information across simple non-linear texts (lists, timetables, graphs, diagrams) on familiar topics, even when some competing information is present.
R.1.8 – Retell story (non-verbal)	Recognizes some words but does not show understanding of a simple story.	Shows understanding of a simple story by sequencing or gestures with strong teacher/ visual support.	Retells the main events of a straight-forward story on a familiar topic in non-verbal ways (e.g., sequence pictures, arrange sentences).	Retells main events of a story on familiar and some less familiar topics in non-verbal ways even with minimal visual support or when competing information is present.

R.1.9 – Retell story (verbal)	Recognizes some words in a story but does not retell.	Retells a very simple story verbally using pictures and key words provided.	Retells a straight-forward story verbally with some visual support (key words or pictures).	Retells a straight-forward story verbally with limited visual support (e.g., headings but no pictures).
R.1.10 – Identify relationships among words/ phrases	Recognizes individual words but not relationships between them.	Shows understanding of relationships among highly familiar Zords/ phrases with strong support (e.g., sports = football, basketball).	Demonstrates understanding of relationships among familiar words/phrases in simple texts (e.g., house/apartment = bedroom, kitchen).	Demonstrates understanding of relationships among less familiar words/ phrases in simple texts, even when competing information is present.
R.1.11 – Identify referents (pronouns, demonstratives)	Recognizes nouns but does not link them with pronouns.	Identifies a simple referent (he, she, it, this, that) when it follows the noun (e.g., *We ate couscous. It was good.*).	Identifies simple referents (demonstratives, subject/object pronouns) in familiar short texts.	Identifies referents across two sentences in short texts on familiar and some less familiar topics, even when competing information is present.

Reading Strand 2: Interpret

Scope note: Interpret means building meaning that is not always directly stated. This includes identifying gist, sequence, references, connections, and implied meaning in continuous and non-linear texts (charts, graphs, diagrams). Progression reflects growing independence in interpreting meaning and relationships across modes.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.2.1 – Sequence of events	Recognizes some words but does not follow an order.	Puts events in order when each step is clearly shown with pictures.	Puts events in order in short, familiar texts using sequencing words (first, then, next).	Puts events in order in short texts even when sequencing words are missing or competing information is present.
R.2.2 – Main idea (gist)	Recognizes isolated words but not the main idea.	Identifies the main idea when it is strongly supported by a picture or repeated in the text.	Identifies the main idea of short, familiar texts with some support (title, repetition, simple connectors).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.
R.2.3 – Reference (pronouns, simple substitutes)	Identifies nouns but does not link them with pronouns.	Links pronouns (he, she, it) to nouns when they are next to each other.	Links pronouns and other simple substitutes (this, that) to nouns in short, familiar texts.	Links pronoun references across two sentences in short connected texts, even when competing information is present.
R.2.4 – Meaning from context	Understands key words with picture support only.	Guesses the meaning of a very simple unfamiliar word when strongly supported by context in a highly familiar topic.	Guesses the meaning of a simple unfamiliar word from context in short, familiar texts.	Guesses the meaning of simple unfamiliar words from context in familiar texts even when competing information is present.

R.2.5 – Author's opinion / stance	Recognizes words like "like" or "happy" but does not connect them to opinion.	Identifies very simple personal opinions when supported by pictures or repetition.	Identifies simple opinions in short texts on familiar topics (likes/ dislikes, easy/hard).	Identifies simple opinions in short texts on familiar topics even when implied and not directly stated.
R.2.6 – Connections between ideas	Identifies two ideas but does not link them.	Identifies a connection when clearly signaled by a picture or a simple word (and).	Identifies basic connections in familiar texts using simple linking words (and, but, because).	Interprets basic connections across sentences in familiar texts, even when competing informa- tion is present.
R.2.7 – Visuals, diagrams, and graphs with text	Names objects in pictures but does not connect them to text.	Matches a simple picture or visual element to a repeated word or phrase in the text.	Interprets basic meaning from visuals, diagrams, or graphs directly linked to short, familiar texts.	Interprets relationships across text and visuals/ graphs (e.g., compare two bars in a chart, link a sentence to a graph) even when not explicitly repeated.

Reading Strand 3: Evaluate

Scope note: Evaluate means making judgments about content, relevance, and representation of ideas in continuous and non-linear texts (including graphs/ diagrams). Students progress from recognizing obvious matches to making simple judgments about accuracy, relevance, or appropriateness.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.3.1 – Match text to purpose	Recognizes a text but does not identify its purpose. repetition.	Identifies the purpose of a text when it is clearly signaled (e.g., "My name is..." in an introduction).	Identifies the purpose of short, familiar texts (e.g., to invite, to describe, to suggest).	Identifies the purpose of familiar texts even when competing information is included.
R.3.2 – Match ideas with visuals/ graphs	Recognizes pictures or symbols but does not connect them to text.	Matches a simple picture to repeated words in a text.	Judges whether a picture, diagram, or simple graph matches information in a short, familiar text.	Judges whether visuals, diagrams, or graphs accurately represent information in short texts, and explains why.
R.3.3 – Relevance to task	Reads but does not connect information to a task.	Says if information fits a very simple and obvious purpose (e.g., "This tells the time of the party").	Judges whether information is useful for a simple classroom or real-world task (e.g., choosing a food for someone with a cold).	Judges whether information is useful for a classroom or real-world task even when competing information is included.
R.3.4 – Opinions and values	Recognizes isolated feeling words (like, happy) but does not connect them to a stance.	Recognizes a very simple personal opinion in a text when supported by repetition or pictures.	Judges whether a character's opinion or decision in a short text makes sense in context.	Evaluates simple opinions or decisions in short texts and relates them to own life or values.

Reading Strand 4: Apply

Scope note: Apply means using information from texts (continuous and non-linear: lists, timetables, charts, graphs, diagrams, signs) to complete a task, make choices, or connect ideas to self. Students progress from copying obvious information to applying ideas in classroom/real-world tasks, and eventually to representing information in new ways (e.g., filling in or creating simple graphs).

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.4.1 – Follow instructions	Copies isolated words but does not carry out a task.	Follows very simple instructions when supported by pictures (e.g., "Color the ball red").	Follows short, simple written instructions on familiar tasks (e.g., classroom or homework activity).	Follows short written instructions and completes familiar tasks even when some competing information is present (e.g., choose correct form, complete a short chart).
R.4.2 – Use information to choose	Points to information but does not use it to make a choice.	Makes a very simple choice when the text clearly matches a profile (e.g., "She likes apples --> choose apples").	Uses information from short, familiar texts to make simple choices for a task (e.g., selecting a snack for a friend, choosing the right camp) when there is limited competing information.	Uses information from short, familiar texts to make appropriate choices even when there is a range of competing information (e.g., compare two activities described in a flyer).
R.4.3 – Apply ideas from a text	Repeats single words or ideas but does not use them in a task.	Uses one simple idea from a text with strong visual support (e.g., a tip about studying shown in a picture).	Applies a simple idea from a familiar text to a classroom task (e.g., follow a time-management tip to make a short schedule).	Applies ideas from short familiar texts independently to complete a class-room/real-world task (e.g., adapt a study tip, follow a recipe, fill in missing steps on a chart).
R.4.4 – Connect learning to self	Says "yes/no" to a question about self but does not connect ideas.	Makes a very short connection between a text and self with strong support (e.g., "I like football too").	Connects ideas from a short, familiar text to own life in a simple way (e.g., "This advice is good for me because...").	Connects and extends ideas from familiar texts to self or peers, showing reflection or evaluation of the idea.
R.4.5 – Represent information from a text (graphs/ diagrams)	Copies isolated words/ numbers but does not use them to complete a visual.	Fills in one label or number on a very simple chart/ diagram with strong support.	Fills in key information on a simple chart, table, or graph (e.g., complete missing data from a short text).	Transfers information from a short, familiar text into a simple visual representation (e.g., complete a table, fill in a bar chart, or make a labeled diagram) with limited support.

Writing, Year 1 Performance Levels (Target Mid A1)

Scope : Standards describe performance in writing short texts on familiar, everyday, and personally relevant topics, including familiar academic/school subjects. Prompts do not require unfamiliar or abstract topics.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Task Fulfillment (overall written production)	Produces only fragments, copied chunks, or off-topic responses.	Addresses part of the task but omits requirements or gives minimal detail; ideas are sometimes unclear.	Addresses all main parts of the task with some detail; ideas are mostly clear and on-topic.	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.
Coherence & Cohesion	Produces isolated ideas with no clear order; lacks connectors.	Produces a basic order but limited connectors (and, then); ideas mostly listed.	Produces a generally logical order; uses simple connectors (and, then, because) and some sequencing words (first, next); attempts elaboration.	Produces a clear logical order; uses a wider range of connectors (and, but, because, when) and sequencing words (first, later, finally); develops topic with elaboration.
Grammatical Accuracy (includes functions)	Produces isolated words/ chunks; little control of sentences.	Uses simple present with frequent errors; attempts short formulaic questions.	Produces mostly correct simple sentences; shows some control of present, past, and emerging future (going to); uses some functional expressions but slips occur.	Produces mostly correct simple and some basic complex sentences; shows consistent control of basic tenses (present, past, future) and functional structures (likes/dislikes, giving reasons, suggestions). Errors are minor.
Lexical Range & Appropriacy	Uses very limited vocabulary; relies on isolated words or memorized phrases.	Uses limited vocabulary, mostly high-frequency words; repeats often; sometimes misuses words.	Uses everyday vocabulary and some topic words; occasional repetition but conveys meaning.	Uses a wider range of everyday and topic-specific words from class; sometimes rephrases to avoid repetition; vocabulary supports clear expression.
Mechanics (Handwriting / legibility, Spelling, Capitalization, Punctuation)	Uses little or no control of capitals/ punctuation; many spelling errors make writing hard to read. Handwriting/ formatting may cause reader strain and impede understanding of parts of message.	Writes most sentences with capitals and full stops; makes frequent spelling errors in less common words, but meaning is usually clear. Handwriting/ formatting cause may consistent strain on the reader but message can be understood.	Writes all sentences with capitals and full stops; spelling of high-frequency words is mostly correct; occasional slips do not affect meaning. Handwriting/ formatting legibility is uneven (letter formation, spacing,alignment) and parts may cause reader moderate strain.	Writes sentences with correct capitals and punctuation; spelling of common and familiar-topic words is mostly correct; may begin to use commas (lists, longer sentences). Handwriting/ formatting mostly legible; occasional crowding or irregular spacing may cause minor strain.

Grade 8

Performance Levels

Listening, Year 2 Performance Levels (Target Upper A1)

Listening Strand 1: Retrieve

Scope note: Retrieve means locating information that is directly stated in short spoken texts. This includes identifying words, phrases, or facts, and matching them with visuals or sequences. Progression is shown by moving from recognizing isolated elements in highly familiar contexts to handling several pieces of information in short dialogues or monologues, including non-linear texts (e.g., timetables, schedules). At this stage of language learning, "gist" refers to identifying what a text is about (topic), while "main idea" refers to the central message or point. "Key details" are the essential pieces of information (e.g., time, place, activity), while "significant details" are supporting or secondary information that adds meaning place, activity), while "significant details" are supporting or secondary information that adds meaning.

Retrieve Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.1.1 – Identify familiar words and phrases	Identifies isolated familiar words (e.g., numbers, names, classroom items) in very short exchanges or monologues with visual or verbal support.	Identifies familiar words and short phrases in slow, clear speech on highly familiar topics in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on familiar topics without additional support in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on both familiar and some less familiar topics in short exchanges and monologues, even without visual support.
L.1.2 – Identify key/basic details in short spoken texts	Identifies a single obvious detail (e.g., a time, a place, a familiar activity) in very short exchanges or monologues on highly familiar topics, with visual support.	Identifies several key details in short dialogues or short monologues on familiar topics.	Identifies several key details in short dialogues or monologues on familiar and slightly less familiar topics, sometimes when extra/competing information is present.	Identifies several details in short exchanges or monologues on familiar and less familiar topics, even when some competing information is present.
L.1.3 – Match spoken information with visuals or sequences	Matches a word or phrase in short speech to a single picture or object.	Matches short spoken descriptions to pictures, lists, or simple sequences (e.g., steps in a routine) in short exchanges or monologues.	Matches spoken descriptions to visuals or sequences on familiar and slightly less familiar topics, without additional support.	Matches spoken descriptions to visuals or sequences on familiar and less familiar topics, even when order is less explicit or extra information is included.
L.1.4 – Identify the gist (topic) of short spoken texts	Identifies the gist of a short spoken message on a highly familiar topic, with visual or verbal support.	Identifies the gist of a short spoken text on familiar topics in short exchanges or monologues without additional support.	Identifies the gist of a short spoken text on familiar and slightly less familiar topics, even when some extra information is present.	Identifies the gist of short spoken texts on familiar and less familiar topics in exchanges or monologues, even when phrasing is indirect or some extra information is included.

L.1.5 – Identify the main idea (central message) in short spoken texts	Identifies the main idea of a short spoken exchange or monologue on a highly familiar topic, with visual or verbal support.	Identifies the main idea of a short spoken text on familiar topics (in dialogues or monologues).	Identifies the main idea of a short spoken text on familiar and slightly less familiar topics, even when additional information is present.	Identifies the main idea of short spoken texts on familiar and less familiar topics, even when it is indirectly expressed or accompanied by competing information.
L.1.6 – Identify significant/ supporting details in short spoken texts	Identifies one obvious detail in short, clear speech on highly familiar topics, with visual/ verbal support.	Identifies several obvious details in short exchanges or monologues on familiar topics.	Identifies main details, even with extra info, in short exchanges or monologues on familiar and slightly less familiar topics.	Identifies key and supporting details, distinguishing them from less important information in short spoken texts on familiar and less familiar topics, even when extra/ competing information is present.
L.1.7 – Identify meaning from short non-linear spoken texts (e.g., schedules, announcements)	Identifies the meaning of very simple spoken announcements or schedules on highly familiar topics, with visual support.	Identifies the meaning of simple spoken announcements or schedules on familiar topics.	Identifies the meaning of simple spoken announcements or schedules on familiar and slightly less familiar topics, without additional support.	Identifies meaning from simple non-linear spoken texts (announcements, schedules, timetables) on familiar and less familiar topics, even when some extra or competing information is present.

Listening Strand 2: Interpret

Scope note: Interpret means making sense of overall meaning, relationships, and implied ideas in short spoken texts. Indicators apply to both short spoken exchanges (2 speakers at early levels, moving to simple 3-speaker exchanges) and short monologues (instructions, stories, announcements). Progression reflects topic familiarity, level of support, and ability to connect or infer meaning.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.2.1 – Understand sequence/ order in short spoken texts	Identifies the first or last step in a very short, highly familiar sequence with strong support.	Understands the order of main steps/events in short exchanges or monologues on familiar topics (e.g., daily routines, instructions).	Understands and retells the order of steps/events in short exchanges or monologues on familiar and slightly less familiar topics without visual support.	Understands and retells the order of steps/events in short exchanges or monologues on familiar and less familiar topics, even when sequencing is not explicitly marked or some extra information is included.

L.2.2 – Resolve reference in speech (pronouns, demonstratives, deictics)	Links a simple pronoun or demonstrative (he, she, this) to a noun when adjacent in a short utterance.	Links pronouns and simple demonstratives (he, she, it, this, that, here, here) to their referents across adjoining utterances in short exchanges or monologues on familiar topics.	Resolves pronouns and demonstratives across short exchanges or monologues on familiar and slightly less familiar topics, even when the referent is separated by other information.	Resolves pronouns, demonstratives, and some basic deictic references (e.g., here, there) across short spoken texts on familiar and less familiar topics, even when separated by extra information.
L.2.3 – Identify relationships between speakers, objects, or events	Recognizes a very simple relationship in a short, highly familiar exchange (e.g., teacher/ student, family member).	Identifies relationships between people, objects, or events in short exchanges or monologues on familiar topics.	Identifies relationships in short exchanges or monologues on familiar and slightly less familiar topics with confidence.	Understands straightforward and some implied relationships between people, objects, or events in short spoken texts on familiar, less familiar, and academic topics.
L.2.4 – Understand simple cause and effect in short spoken texts	Recognizes a very simple reason in a short, highly familiar exchange (e.g., "I'm tired because...").	Understands simple cause/ effect links in short exchanges or monologues on familiar topics.	Understands cause/ effect links in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one idea is included.	Understands cause/ effect links in short spoken texts on familiar and less familiar topics, including when several causes or results are mentioned, and when some extra information is present.
L.2.5 – Identify speaker purpose (invite, request, thank, apologize, etc.)	Recognizes a simple purpose in a very short, highly familiar exchange (e.g., invitation, request).	Identifies speaker purpose in short exchanges or monologues on familiar topics.	Identifies speaker purpose in short exchanges or monologues on familiar and slightly less familiar topics, even when purpose is not stated directly.	Identifies speaker purpose in short spoken texts on familiar and less familiar topics, even when the purpose is indirectly expressed or accompanied by extra information.
L.2.6 – Identify speaker opinion or basic attitude (from words and tone)	Recognizes a simple expressed opinion or feeling (e.g., "I like pizza," "I'm happy") in a short, highly familiar exchange.	Identifies simple opinions or attitudes in short exchanges or monologues on familiar topics, using words and tone.	Identifies opinions or attitudes in short exchanges or monologues on familiar and slightly less familiar topics, even when expressed indirectly (e.g., "It's too noisy here.").	Identifies opinions and basic attitudes in short spoken texts on familiar and less familiar topics, even when phrased indirectly or accompanied by extra/competing information.
L.2.7 – Interpret simple implied meaning	Recognizes an obvious implied meaning in a very short, highly familiar exchange (e.g., "It's late" --> bedtime).	Interprets some implied meaning in short exchanges or monologues on familiar topics (e.g., "It's hot in here" --> wants window open).	Interprets implied meaning in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one possible interpretation exists.	Interprets implied meaning in short spoken texts on familiar and less familiar topics, even when phrasing is indirect or when extra/competing information is present.

Listening Strand 3: Evaluate

Scope note: Evaluate means making simple judgments about content, relevance, or quality in short spoken texts. Indicators apply to short spoken exchanges (mainly 2 speakers, with some 3-speaker exchanges at higher levels) and short monologues (instructions, announcements, short stories). At this stage, tasks remain simple due to learners' developing language resources. Progression is shown in moving from recognizing obvious judgments to making simple evaluations and linking them to self.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.3.1 – Judge relevance of spoken information	States if a piece of information is useful for a very simple, highly familiar task (e.g., "Bring your book").	Judges whether information in a short exchange or monologue is relevant for familiar classroom or everyday tasks.	Judges whether information in a short exchange or monologue is relevant for familiar and slightly less familiar tasks, and sometimes explains why.	Judges whether information in a short exchange or monologue is relevant for familiar and less familiar classroom or everyday tasks, and can give a reason.
L.3.2 – Express preference based on spoken information	Chooses between 2 very simple, highly familiar options after hearing short prompts (e.g., "Do you want tea or juice?").	Expresses a preference after listening to a short exchange or monologue with 2–3 familiar options (e.g., "I like the morning camp better.").	Expresses and justifies a preference after listening to a short exchange or monologue on familiar and slightly less familiar options.	Expresses and justifies a preference after listening to short spoken texts with several familiar and less familiar options.
L.3.3 – Judge appropriateness of a decision or action	States if a simple action in a highly familiar context is "good" or "not good" (e.g., "He is late --> not good").	Judges whether a decision/action in a short exchange or monologue on familiar topics is appropriate or not (e.g., "She wants to volunteer --> good idea").	Evaluates decisions/ actions in short exchanges or monologues on familiar and slightly less familiar topics, and gives a short reason.	Evaluates decisions or actions in short spoken texts on familiar and less familiar topics, giving a brief reason.
L.3.4 – Show engagement in listening tasks	Shows some interest when the topic is highly familiar or personally relevant.	Shows consistent interest and engagement in listening tasks on familiar topics.	Shows enthusiasm for listening tasks on familiar and slightly less familiar topics; may independently seek or request more input.	Shows consistent engagement and interest in listening tasks on familiar and less familiar topics; sometimes seeks additional input or makes connections to other ideas.

Listening Strand 4: Apply

Scope note: Apply means using information from what is heard to complete a task, make a choice, or connect to personal experience. Indicators cover short spoken exchanges (e.g., classroom instructions, simple choices) and short monologues (e.g., stories, announcements). Progression reflects topic familiarity, amount of support, and task complexity.

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.4.1 – Complete a task using spoken information	Follows a one-step instruction in a highly familiar context with strong support (e.g., "Open your book").	Follows short spoken instructions to complete a simple 2–3 step task in familiar contexts (e.g., follow directions in class, complete a short matching task).	Follows short spoken instructions to complete tasks in familiar and slightly less familiar contexts (e.g., follow directions with some new words, complete a short timetable).	Uses short spoken instructions or information to complete multi-step tasks in familiar and less familiar contexts, even when some new vocabulary or extra information is included.
L.4.2 – Make a choice using spoken information	Chooses between 2 highly familiar options after a short prompt (e.g., "Bus at 8 or 9?").	Chooses between 2–3 familiar options after listening to a short exchange or monologue (e.g., select a class activity, choose food from a short menu).	Makes a choice and gives a simple reason, based on information from short exchanges or monologues on familiar and slightly less familiar topics.	Makes a choice and gives a simple reason, using information from short spoken texts on familiar and less familiar topics, even when options compete.
L.4.3 – Connect spoken information to own experience	Connects a very simple familiar idea to self with support (e.g., "He likes pizza --> Me too").	Connects a familiar idea from a short exchange or monologue to own life (e.g., "She lives in a big city --> I live in a small village.").	Connects familiar and slightly less familiar ideas from short exchanges or monologues to own life, sometimes adding a reason or short comment.	Connects ideas from short spoken texts on familiar and less familiar topics to own life, sometimes extending with a reason or short comment.
L.4.4 – Reflect on values or behaviors in spoken texts	Responds simply to a clear value/ behavior in highly familiar contexts (e.g., "He is kind --> good").	Makes a simple judgment about values/behaviors in short exchanges or monologues on familiar topics (e.g., "She helps her friend --> That's good").	Reflects briefly on values/behaviors in short exchanges or monologues on familiar and slightly less familiar topics, sometimes linking to self ("Volunteering is good --> I want to do the same").	Reflects briefly on values or behaviors in short spoken texts on familiar and less familiar topics, sometimes linking to self or peers ("Helping neighbors is good --> I want to do this too").

Speaking, Year 2 Performance Levels (Exit Target Upper A1)

Scope: Standards describe performance in interactive speaking on familiar, everyday, and personally relevant topics, including familiar school/academic content covered in class. Prompts do not require unfamiliar or abstract topics without support.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Spoken Fluency & Coherence	Produces short, simple sentences on familiar topics with frequent pauses; speech is fragmented.	Produces short, linked sentences with some pauses; uses a few basic connectors (and, then); keeps conversation going at a basic level.	Produces connected speech with some detail; uses basic connectors (and, but, because) more consistently; pauses do not usually disrupt meaning.	Produces short stretches of connected speech with extra detail; organizes ideas using a range of simple connectors (because, when, after that); pauses are occasional but do not disrupt meaning.

Interaction & Communication Strategies	Answers simple questions but rarely asks questions; relies on prompting.	Answers questions and sometimes ask one simple question; shows interest with some short reactions.	Maintains exchanges on familiar topics; asks some follow-up questions and uses expressions to show interest.	Sustains exchanges with detail; consistently asks follow-up questions and uses expressions and body language (eye contact, nodding, short reactions) to engage the listener.
Lexical Range & Accuracy	Uses a small range of high-frequency everyday words; often repeats.	Uses everyday words and some topic words from class; can express basic ideas but repeats frequently.	Uses a wider range of everyday and some familiar academic/topic words; can rephrase with support to avoid repetition.	Uses everyday, topic, and some academic words with growing variety; rephrases or uses simple synonyms to avoid repetition; vocabulary is sufficient for familiar conversations and short tasks.
Grammatical Range (includes functions)	Uses simple present with some errors; may produce short formulaic questions (what's this?).	Uses simple present and some past tense with less control; produces some correct short sentences but frequent errors.	Uses present, past, and emerging future (going to) in simple sentences; can use basic functional language (likes/dislikes, giving simple reasons).	Uses present, past, and future with growing consistency; produces some basic complex sentences (because, when); uses functional language for opinions, giving reasons, and making simple suggestions.
Pronunciation (phonological control)	Pronounces a few high-frequency words understandably with support.	Pronounces most familiar words understandably though some sounds are unclear; stress and intonation mostly flat.	Pronounces most familiar words clearly; some use of stress/intonation to support meaning.	Pronounces familiar words clearly; rhythm and intonation support meaning; occasional slips occur but do not affect overall understanding.

Reading, Year 2 Performance Levels (Exit Target Upper A1)

Reading Strand 1: Retrieve

Scope note: Retrieve means finding information directly stated in a text, including continuous texts (narratives, descriptions, instructions) and non-linear texts (lists, timetables, charts, graphs, signs, and diagrams). Students begin by locating single facts in simple formats, then progress toward retrieving details across more complex or competing information and from multiple representations.

Retrieve Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.1.1 – Locate explicit fact	Identifies a required fact when it is the only piece of information given.	Identifies a required fact in a short, familiar text even when other information is also present.	Identifies a required fact in a short text even when competing information is included.	Identifies required facts in short texts on familiar and less familiar topics, even when competing or less obvious information is included.

R.1.2 – Locate time/ number/ date/price	Identifies required time/ number/date when only 1–2 appear in the text.	Identifies required time/number/ date/price when several appear in the text.	Identifies the correct time/number/date/ price when several appear, including some competing information.	Identifies correct times, numbers, dates, or prices in short texts on familiar and less familiar topics, even when several appear with extra or competing information.
R.1.3 – Use text features (title, heading, bold print, visuals)	Uses a picture or title to identify the topic of a text.	Uses a title, heading, or bold print to help locate required information in a simple text.	Combines use of text features (e.g., heading + list, timetable + graph) to locate required information when some competing information is present.	Integrates multiple text features (headings, lists, timetables, graphs, diagrams) to locate required information in short texts on familiar and less familiar topics, even when competing information is present.
R.1.4 – Identify main idea(s)	Identifies the main idea when it is strongly supported by a picture or repetition.	Identifies the main idea of short, familiar texts (what the text is about).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is not directly stated or when competing information is included.
R.1.5 – Locate multiple facts	Identifies two facts in close proximity in a short text, when they are obvious and clearly worded.	Identifies several required facts in a short, familiar text even when spread across different sentences.	Identifies several required facts across different parts of a text, including when competing information is present.	Identifies and integrates several required facts across different parts of a text (or across simple related texts), even when competing or less obvious information is included.
R.1.6 – Details	Identifies one or two obvious details when no competing information is present.	Identifies key details in short texts on familiar topics when limited competing information is present.	Identifies main and minor details in short texts on familiar topics even when competing information is present.	Identifies main and supporting details in short texts on familiar and less familiar topics, even when competing information or varied wording is included.
R.1.7 – Non-linear texts (lists, timetables, charts, graphs, diagrams, signs)	Identifies meaning from a very simple list or labeled picture with teacher support.	Identifies basic information from non-linear texts (e.g., a class supplies list, timetable, or simple graph) on familiar topics.	Identifies and compares information across simple non-linear texts (lists, timetables, graphs, diagrams) on familiar topics, even when some competing information is present.	Identifies and compares information across non-linear texts (lists, timetables, charts, graphs, diagrams) on familiar and less familiar topics, even when some competing information is included.

R.1.8 – Retell story (non-verbal)	Shows understanding of a simple story by sequencing or gestures with strong teacher/ visual support.	Retells the main events of a straight forward story on a familiar topic in non-verbal ways (e.g., sequence pictures, arrange sentences).	Retells main events of a story on familiar and some less familiar topics in non-verbal ways even with minimal visual support or when competing information is present.	Retells main events of short stories on familiar and less familiar topics in non-verbal ways (e.g., sequence pictures, complete diagrams, order events) with little or no visual support.
R.1.9 – Retell story (verbal)	Retells a very simple story verbally using pictures and key words provided.	Retells a straightforward story verbally with some visual support (key words or pictures).	Retells a straightforward story verbally with limited visual support (e.g., headings but no pictures).	Retells straightforward stories verbally on familiar and less familiar topics, with little or no visual support, maintaining logical sequence.
R.1.10 – Identify relationships among words/phrases	Shows understanding of relationships among highly familiar words/ phrases with strong support (e.g., sports = football, basketball).	Demonstrates understanding of relationships among familiar words/phrases in simple texts (e.g., house/apartment = bedroom, kitchen).	Demonstrates understanding of relationships among less familiar words/ phrases in simple texts, even when competing information is present.	Demonstrates understanding of relationships among words/phrases (categories, opposites, part–whole) in short texts on familiar and less familiar topics, even when competing information is included.
R.1.11 – Identify referents (pronouns, demonstratives)	Identifies a simple referent (he, she, it, this, that) when it follows the noun (e.g., We ate couscous. It was good.).	Identifies simple referents (demonstratives, subject/object pronouns) in familiar short texts.	Identifies referents across two sentences in short texts on familiar and some less familiar topics, even when competing information is present.	Identifies pronoun and demonstrative references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.

Reading Strand 2: Interpret

Scope note: Interpret means building meaning that is not always directly stated. This includes identifying gist, sequence, references, connections, and implied meaning in continuous and non-linear texts (charts, graphs, diagrams). Progression reflects growing independence in interpreting meaning and relationships across modes.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.2.1 – Sequence of events	Puts events in order when each step is clearly shown with pictures.	Puts events in order in short, familiar texts using sequencing words (first, then, next).	Puts events in order in short texts even when sequencing words are missing or competing information is present.	Sequences events in short texts on familiar and less familiar topics, even when order is implied (not explicit) or competing information is present.

R.2.2 – Main idea (gist)	Identifies the main idea when it is strongly supported by a picture or repeated in the text.	Identifies the main idea of short, familiar texts with some support (title, repetition, simple connectors).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is implied or when extra information is included.
R.2.3 – Reference (pronouns, simple substitutes)	Links pronouns (he, she, it) to nouns when they are next to each other.	Links pronouns and other simple substitutes (this, that) to nouns in short, familiar texts.	Links pronoun references across two sentences in short connected texts, even when competing information is present.	Interprets pronoun and substitute references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.
R.2.4 – Meaning from context	Guesses the meaning of a very simple unfamiliar word when strongly supported by context in a highly familiar topic.	Guesses the meaning of a simple unfamiliar word from context in short, familiar texts.	Guesses the meaning of simple unfamiliar words from context in familiar texts even when competing information is present.	Infers the meaning of simple unfamiliar words from context in short texts on familiar and less familiar topics, even when some extra or competing information is present.
R.2.5 – Author's opinion / stance	Identifies very simple personal opinions when supported by pictures or repetition.	Identifies simple opinions in short texts on familiar topics (likes/ dislikes, easy/hard).	Identifies simple opinions in short texts on familiar topics even when implied and not directly stated.	Identifies author's or character's opinion/stance in short texts on familiar and less familiar topics, even when implied or expressed indirectly.
R.2.6 – Connections between ideas	Identifies a connection when clearly signaled by a picture or a simple word (and).	Identifies basic connections in familiar texts using simple linking words (and, but, because).	Interprets basic connections across sentences in familiar texts, even when competing information is present.	Interprets connections between ideas across sentences and short paragraphs in texts on familiar and less familiar topics, even when not explicitly marked or when competing information is included.
R.2.7 – Visuals, diagrams, and graphs with text	Matches a simple picture or visual element to a repeated word or phrase in the text.	Interprets basic meaning from visuals, diagrams, or graphs directly linked to short, familiar texts.	Interprets relationships across text and visuals/graphs (e.g., compare two bars in a chart, link a sentence to a graph) even when not explicitly repeated.	Interprets relationships between text and visuals/graphs/ diagrams (e.g., compare data, draw a conclusion) on familiar and less familiar topics, even when links are implied.

Reading Strand 3: Evaluate

Scope note: Evaluate means making judgments about content, relevance, and representation of ideas in continuous and non-linear texts (including graphs/diagrams). Students progress from recognizing obvious matches to making simple judgments about accuracy, relevance, or appropriateness.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.3.1 – Match text to purpose	Identifies the purpose of a text when it is clearly signaled (e.g., "My name is..." in an introduction).	Identifies the purpose of short, familiar texts (e.g., to invite, to describe, to suggest).	Judges whether a character's opinion or decision in a short text makes sense in context.	Identifies the purpose of short texts on familiar and less familiar topics, even when competing information or indirect wording is included.
R.3.2 – Match ideas with visuals/-graphs	Matches a simple picture to repeated words in a text.	Judges whether a picture, diagram, or simple graph matches information in a short, familiar text.	Judges whether visuals, diagrams, or graphs accurately represent information in short texts, and explains why.	Evaluates whether visuals, diagrams, or graphs accurately represent information in short texts on familiar and less familiar topics, explaining why.
R.3.3 – Relevance to task	Says if information fits a very simple and obvious purpose (e.g., "This tells the time of the party").	Judges whether information is useful for a simple classroom or real-world task (e.g., choosing a food for someone with a cold).	Judges whether information is useful for a classroom or real-world task even when competing information is included.	Judges whether information in short texts on familiar and less familiar topics is useful for classroom or real-world tasks, giving a brief reason.
R.3.4 – Opinions and values	Recognizes a very simple personal opinion in a text when supported by repetition or pictures.	Judges whether a character's opinion or decision in a short text makes sense in context.	Evaluates simple opinions or decisions in short texts and relates them to own life or values.	Evaluates simple opinions, decisions, or values in short texts on familiar and less familiar topics, and relates them to own life or values with a brief explanation.

Reading Strand 4: Apply

Scope note: Apply means using information from texts (continuous and non-linear: lists, timetables, charts, graphs, diagrams, signs) to complete a task, make choices, or connect ideas to self. Students progress from copying obvious information to applying ideas in classroom/real-world tasks, and eventually to representing information in new ways (e.g., filling in or creating simple graphs).

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.4.1 – Follow instructions	Follows very simple instructions when supported by pictures (e.g., "Color the ball red").	Follows short, simple written instructions on familiar tasks (e.g., classroom or homework activity).	Follows short written instructions and completes familiar tasks even when some competing information is present (e.g., choose correct form, complete a short chart).	Follows short written instructions to complete tasks in familiar and less familiar contexts, even when some competing information is included.
R.4.2 – Use information to choose	Makes a very simple choice when the text clearly matches a profile (e.g., "She likes apples --> choose apples").	Uses information from short, familiar texts to make simple choices for a task (e.g., selecting a snack for a friend, choosing the right camp) when there is limited competing information.	Uses information from short, familiar texts to make appropriate choices even when there is a range of competing information (e.g., compare two activities described in a flyer).	Uses information from short texts on familiar and less familiar topics to make appropriate choices for classroom or real-world tasks, even when multiple options or competing information are included.
R.4.3 – Apply ideas from a text	Uses one simple idea from a text with strong visual support (e.g., a tip about studying shown in a picture).	Applies a simple idea from a familiar text to a classroom task (e.g., follow a time-management tip to make a short schedule).	Applies ideas from short familiar texts independently to complete a classroom/real-world task (e.g., adapt a study tip, follow a recipe, fill in missing steps on a chart).	Applies ideas from short texts on familiar and less familiar topics independently to complete a task, even when texts include competing information.
R.4.4 – Connect learning to self	Makes a very short connection between a text and self with strong support (e.g., "I like football too").	Connects ideas from a short, familiar text to own life in a simple way (e.g., "This advice is good for me because...").	Connects and extends ideas from familiar texts to self or peers, showing reflection or evaluation of the idea.	Connects and extends ideas from short texts on familiar and less familiar topics to self or peers, showing reflection or evaluation.
R.4.5 – Represent information from a text (graphs/ diagrams)	Fills in one label or number on a very simple chart/diagram with strong support.	Fills in key information on a simple chart, table, or graph (e.g., complete missing data from a short text).	Transfers information from a short, familiar text into a simple visual representation (e.g., complete a table, fill in a bar chart, or make a labeled diagram) with limited support.	Transfers information from short texts on familiar and less familiar topics into simple visual representations (charts, tables, graphs, diagrams), with accuracy and independence.

Writing, Year 2 Performance Levels (Exit Target Upper A1)

Scope: Standards describe performance in writing short texts on familiar, everyday, and personally relevant topics, including familiar academic/school subjects. Prompts do not require unfamiliar or abstract topics.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Task Fulfillment (overall written production)	Addresses part of the task but omits requirements or gives minimal detail; ideas are sometimes unclear.	Addresses all main parts of the task with some detail; ideas are mostly clear and on-topic.	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Expands responses with clear detail; addresses familiar tasks fully and adds some elaboration (e.g., examples, short explanations). Ideas are connected and easy to follow.
Coherence & Cohesion	Produces a basic order but limited connectors (and, then); ideas mostly listed.	Produces a generally logical order; uses simple connectors (and, then, because) and some sequencing words (first, next); attempts elaboration.	Produces a clear logical order; uses a wider range of connectors (and, but, because, when) and sequencing words (first, later, finally); develops topic with elaboration.	Organizes writing into short paragraphs or sections; uses sequencing and connecting words (first, next, after that, finally) consistently; develops ideas with some supporting detail.
Grammatical Accuracy (includes functions)	Uses simple present with frequent errors; attempts short formulaic questions.	Produces mostly correct simple sentences; shows some control of present, past, and emerging future (going to); uses some functional expressions but slips occur.	Produces mostly correct simple and some basic complex sentences; shows consistent control of basic tenses (present, past, future) and functional structures (likes/dislikes, giving reasons, suggestions). Errors are minor.	Produces simple and some complex sentences with growing accuracy; uses present, past, and future consistently; expresses opinions, reasons, and short explanations with functional language.
Lexical Range & Appropriacy	Uses limited vocabulary, mostly high-frequency words; repeats often; sometimes misuses words.	Uses everyday vocabulary and some topic words; occasional repetition but conveys meaning.	Uses a wider range of everyday and topic-specific words from class; sometimes rephrases to avoid repetition; vocabulary supports clear expression.	Uses a good range of everyday and topic-specific words; attempts rephrasing and synonyms to avoid repetition; selects words that fit task and meaning.

Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	Writes most sentences with capitals and full stops; makes frequent spelling errors in less common words, but meaning is usually clear. Handwriting/ formatting cause consis-tent strain on the reader but message can be understood.	Writes all sentences with capitals and full stops; spelling of high-frequency words is mostly correct; occasional slips do not affect meaning. Handwriting/ formatting legibility is uneven (letter formation, spacing, alignment) and parts may cause reader moderate strain.	Writes sentences with correct capitals and punctuation; spelling of common and familiar-topic words is mostly correct; may begin to use commas (lists, longer sentences). Handwriting/ formatting mostly legible; occasional crowding or irregular spacing may cause minor strain.	Writes with consistent use of capitals, full stops, and commas in lists/longer sentences;spelling of common words is accurate; errors in less frequent words do not impede readability. Handwriting or formatting is legible. Handwriting/ formatting is legible and appropriately spaced; alignment and simple layout (line breaks, margins) support readability.

Grade 9

Performance Levels

Listening, Year 3 Performance Levels (Exit Target Mid A2)

Listening Strand 1: Retrieve

Scope note: Retrieve means locating information that is directly stated in short spoken texts. This includes identifying words, phrases, or facts, and matching them with visuals or sequences. Progression is shown by moving from recognizing isolated elements in highly familiar contexts to handling several pieces of information in short dialogues or monologues, including non-linear texts (e.g., timetables, schedules). At this stage of language learning, "gist" refers to identifying what a text is about (topic), while "main idea" refers to the central message or point. "Key details" are the essential pieces of information (e.g., time, place, activity), while "significant details" are supporting or secondary information that adds meaning.

Retrieve Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.1.1 – Identify familiar words and phrases	Identifies familiar words and short phrases in slow, clear speech on highly familiar topics in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on familiar topics without additional support in short exchanges or monologues.	Identifies familiar words and short phrases in clear speech on both familiar and some less familiar topics in short exchanges and monologues, even without visual support.	Identifies familiar words and short phrases in clear speech on familiar, less familiar, and everyday academic topics (e.g., school announcements, subject-related instructions), even when spoken at natural pace with minimal repetition.
L.1.2 – Identify key/basic details in short spoken texts	Identifies several key details in short dialogues or short monologues on familiar topics.	Identifies several key details in short dialogues or monologues on familiar and slightly less familiar topics, sometimes when extra/competing information is present.	Identifies several details in short exchanges or monologues on familiar and less familiar topics, even when some competing information is present.	Identifies several details in short exchanges or monologues on familiar, less familiar, and everyday academic topics, even when phrasing is indirect or competing information is included.
L.1.3 – Match spoken information with visuals or sequences	Matches short spoken descriptions to pictures, lists, or simple sequences (e.g., steps in a routine) in short exchanges or monologues.	Matches spoken descriptions to visuals or sequences on familiar and slightly less familiar topics, without additional support.	Matches spoken descriptions to visuals or sequences on familiar and less familiar topics, even when order is less explicit or extra information is included.	Matches spoken descriptions to visuals or sequences on familiar, less familiar, and some everyday academic topics, even when sequencing or visual cues are less direct.
L.1.4 – Identify the gist (topic) of short spoken texts	Identifies the gist of a short spoken text on familiar topics in short exchanges or monologues without additional support.	Identifies the gist of a short spoken text on familiar and slightly less familiar topics, even when some extra information is present.	Identifies the gist of short spoken texts on familiar and less familiar topics in exchanges or monologues, even when phrasing is indirect or some extra information is included.	Identifies the gist of short spoken texts on familiar, less familiar, and some everyday academic topics, even when paraphrased or multiple pieces of information compete.

L.1.5 – Identify the main idea (central message) in short spoken texts	Identifies the main idea of a short spoken text on familiar topics (in dialogues or monologues).	Identifies the main idea of a short spoken text on familiar and slightly less familiar topics, even when additional information is present.	Identifies the main idea of short spoken texts on familiar and less familiar topics, even when it is indirectly expressed or accompanied by competing information.	Identifies the main idea in short spoken texts on familiar, less familiar, and some everyday academic topics, including when it is implied or indirectly stated.
L.1.6 – Identify significant/ supporting details in short spoken texts	Identifies several obvious details in short exchanges or monologues on familiar topics.	Identifies main details, even with extra info, in short exchanges or monologues on familiar and slightly less familiar topics.	Identifies key and supporting details, distinguishing them from less important information in short spoken texts on familiar and less familiar topics, even when extra/ competing information is present.	Identifies key and supporting details in short spoken texts on familiar, less familiar, and some everyday academic topics, even when details are embedded among extra/ competing information.
L.1.6 – Identify significant/ supporting details in short spoken texts	Identifies several obvious details in short exchanges or monologues on familiar topics.	Identifies main details, even with extra info, in short exchanges or monologues on familiar and slightly less familiar topics.	Identifies key and supporting details, distinguishing them from less important information in short spoken texts on familiar and less familiar topics, even when extra/ competing information is present.	Identifies key and supporting details in short spoken texts on familiar, less familiar, and some everyday academic topics, even when details are embedded among extra/ competing information.
L.1.7 – Identify meaning from short non-linear spoken texts (e.g., schedules, announcements)	Identifies the meaning of simple spoken announcements or schedules on familiar topics.	Identifies the meaning of simple spoken announcements or schedules on familiar and slightly less familiar topics, without additional support.	Identifies meaning from simple non-linear spoken texts (announcements, schedules, timetables) on familiar and less familiar topics, even when some extra or competing information is present.	Identifies meaning from short spoken non-linear texts (announcements, schedules, timetables) on familiar, less familiar, and some everyday academic topics, even when language is less direct or extra information is present.

Listening Strand 2: Interpret

Scope note: Interpret means making sense of overall meaning, relationships, and implied ideas in short spoken texts. Indicators apply to both short spoken exchanges (2 speakers at early levels, moving to simple 3-speaker exchanges) and short monologues (instructions, stories, announcements). Progression reflects topic familiarity, level of support, and ability to connect or infer meaning.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.2.1 – Understand sequence /order in short spoken texts	Understands the order of main steps/ events in short exchanges or monologues on familiar topics (e.g., daily routines, instructions).	Understands and retells the order of steps/events in short exchanges or monologues on familiar and slightly less familiar topics without visual support.	Understands and retells the order of steps/ events in short exchanges or monologues on familiar and less familiar topics, even when sequencing is not explicitly marked or some extra information is included.	Understands and retells the order of steps/events in short spoken texts on familiar, less familiar, and some everyday academic topics, even when ordering is implied, loosely structured, or extra information distracts.
L.2.2 – Resolve reference in speech (pronouns, demonstratives, deictics)	Links pronouns and simple demonstratives (he, she, it, this, that, here, there) to their referents across adjoi-ning utteran-ces in short exchanges or monologues on familiar topics.	Resolves pronouns and demonstratives across short exchanges or monologues on familiar and slightly less familiar topics, even when the referent is separated by other information.	Resolves pronouns, demonstratives, and some basic deictic references (e.g., here, there) across short spoken texts on familiar and less familiar topics, even when separated by extra information.	Resolves pronouns, demonstratives, and basic deictic references across short spoken texts on familiar, less familiar, and everyday academic topics, even when referents are indirect or implied.
L.2.2 – Resolve reference in speech (pronouns, demonstratives, deictics)	Identifies relationships between people, objects, or events in short exchanges or monologues on familiar topics.	Identifies relationships in short exchanges or monologues on familiar and slightly less familiar topics with confidence.	Understands straightforward and some implied relationships between people, objects, or events in short spoken texts on familiar, less familiar, and academic topics.	Understands straightforward relationships and cause/effect links between people, objects, or events in short spoken texts on familiar, less familiar, and everyday academic topics, even when some are implied.
L.2.3 – Identify relationships between speakers, objects, or events	Identifies relationships between people, objects, or events in short exchanges or monologues on familiar topics.	Identifies relationships in short exchanges or monologues on familiar and slightly less familiar topics with confidence.	Understands straightforward and some implied relationships between people, objects, or events in short spoken texts on familiar, less familiar, and academic topics.	Understands straightforward relationships and cause/effect links between people, objects, or events in short spoken texts on familiar, less familiar, and everyday academic topics, even when some are implied.

L.2.4 – Understand simple cause and effect in short spoken texts	Understands simple cause/ effect links in short exchanges or monologues on familiar topics.	Understands cause/ effect links in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one idea is included.	Understands cause/ effect links in short spoken texts on familiar and less familiar topics, including when several causes or results are mentioned, and when some extra information is present.	Interprets cause/ effect links and implications in short spoken texts on familiar, less familiar, and everyday academic topics, even when phrased indirectly.
L.2.5 – Identify speaker purpose (invite, request, thank, apologize, etc.)	Identifies speaker purpose in short exchanges or monologues on familiar topics.	Identifies speaker purpose in short exchanges or monologues on familiar and slightly less familiar topics, even when purpose is not stated directly.	Identifies speaker purpose in short spoken texts on familiar and less familiar topics, even when the purpose is indirectly expressed or accompanied by extra information.	Identifies speaker purpose, including implied purposes, in short spoken texts on familiar, less familiar, and some everyday academic topics, even when multiple possible purposes are suggested.
L.2.6 – Identify speaker opinion or basic attitude (from words and tone)	Identifies simple opinions or attitudes in short exchanges or monologues on familiar topics, using words and tone.	Identifies opinions or attitudes in short exchanges or monologues on familiar and slightly less familiar topics, even when expressed indirectly (e.g., "It's too noisy here.").	Identifies opinions and basic attitudes in short spoken texts on familiar and less familiar topics, even when phrased indirectly or accompanied by extra/ competing information.	Identifies opinions and attitudes in short spoken texts on familiar, less familiar, and some everyday academic topics, including when expressed indirectly through tone, choice of words, or implied comments.
L.2.7 – Interpret simple implied meaning	Interprets some implied meaning in short exchanges or monologues on familiar topics (e.g., "It's hot in here" --> wants window open).	Interprets implied meaning in short exchanges or monologues on familiar and slightly less familiar topics, even when more than one possible interpretation exists.	Interprets implied meaning in short spoken texts on familiar and less familiar topics, even when phrasing is indirect or when extra/ competing information is present.	Interprets implied meaning and connects it across short spoken texts on familiar, less familiar, and some everyday academic topics, sometimes extending with a short inference or explanation.

Listening Strand 3: Evaluate

Scope note: Evaluate means making simple judgments about content, relevance, or quality in short spoken texts. Indicators apply to short spoken exchanges (mainly 2 speakers, with some 3-speaker exchanges at higher levels) and short monologues (instructions, announcements, short stories). At this stage, tasks remain simple due to learners' developing language resources. Progression is shown in moving from recognizing obvious judgments to making simple evaluations and linking them to self.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.3.1 – Judge relevance of spoken information	Judges whether information in a short exchange or monologue is relevant for familiar classroom or everyday tasks.	Judges whether information in a short exchange or monologue is relevant for familiar and slightly less familiar tasks, and sometimes explains why.	Judges whether information in a short exchange or monologue is relevant for familiar and less familiar classroom or everyday tasks, and can give a reason.	Judges whether information is relevant for classroom and real-world tasks on familiar, less familiar, and some everyday academic topics, giving a clear reason.
L.3.2 – Express preference based on spoken information	Expresses a preference after listening to a short exchange or monologue with 2–3 familiar options (e.g., "I like the morning camp better.").	Expresses and justifies a prefe-rence after listening to a short exchange or monologue on familiar and slightly less familiar options.	Expresses and justifies a preference after listening to short spoken texts with several familiar and less familiar options.	Expresses and justifies a preferen-ce based on short spoken texts with several options (familiar, less familiar, or everyday academic), giving a short reason or explanation.
L.3.3 – Judge appropriateness of a decision or action	Judges whether a decision/ action in a short exchange or monologue on familiar topics is appropriate or not (e.g., "She wants to volunteer --> good idea").	Evaluates decisions/ actions in short exchanges or monologues on familiar and slightly less familiar topics, and gives a short reason.	Evaluates decisions or actions in short spoken texts on familiar and less familiar topics, giving a brief reason.	Evaluates decisions or actions in short spoken texts on familiar, less familiar, and some everyday academic topics, giving a brief justification.
L.3.4 – Show engagement in listening tasks	Shows consistent interest and engagement in listening tasks on familiar topics.	Shows enthusiasm for listening tasks on familiar and slightly less familiar topics; may independently seek or request more input.	Shows consistent engagement and interest in listening tasks on familiar and less familiar topics; sometimes seeks additional input or makes connections to other ideas.	Shows consistent engagement in listening tasks on familiar, less familiar, and every-day academic topics; extends discussion or independently seeks out further input.

Listening Strand 4: Apply

Scope note: Apply means using information from what is heard to complete a task, make a choice, or connect to personal experience. Indicators cover short spoken exchanges (e.g., classroom instructions, simple choices) and short monologues (e.g., stories, announcements). Progression reflects topic familiarity, amount of support, and task complexity.

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
L.4.1 – Complete a task using spoken information	Follows short spoken instructions to complete a simple 2–3 step task in familiar contexts (e.g., follow directions in class, complete a short matching task).	Follows short spoken instructions to complete tasks in familiar and slightly less familiar contexts (e.g., follow directions with some new words, complete a short timetable).	Uses short spoken instructions or information to complete multi-step tasks in familiar and less familiar contexts, even when some new vocabulary or extra information is included.	Completes multi-step tasks using spoken information in familiar, less familiar, and everyday academic contexts, even when new vocabulary or extra/ competing information is included.
L.4.2 – Make a choice using spoken information	Chooses between 2–3 familiar options after listening to a short exchange or monologue (e.g., select a class activity, choose food from a short menu).	Makes a choice and gives a simple reason, based on information from short exchanges or monologues on familiar and slightly less familiar topics.	Makes a choice and gives a simple reason, using information from short spoken texts on familiar and less familiar topics, even when options compete.	Makes an appropriate choice using information from short spoken texts on familiar, less familiar, and everyday academic topics, giving a short explanation or justification.
L.4.3 – Connect spoken information to own experience	Connects a familiar idea from a short exchange or monologue to own life (e.g., "She lives in a big city --> I live in a small village.").	Connects familiar and slightly less familiar ideas from short exchanges or monologues to own life, sometimes adding a reason or short comment.	Connects ideas from short spoken texts on familiar and less familiar topics to own life, sometimes extending with a reason or short comment.	Connects ideas from short spoken texts on familiar, less familiar, and everyday academic topics to own life, extending with a reason, example, or short comment.
L.4.4 – Reflect on values or behaviors in spoken texts	Makes a simple judgment about values/ behaviors in short exchanges or monologues on familiar topics (e.g., "She helps her friend --> That's good").	Reflects briefly on values/behaviors in short exchanges or monologues on familiar and slightly less familiar topics, sometimes linking to self ("Volunteering is good --> I want to do the same").	Reflects briefly on values or behaviors in short spoken texts on familiar and less familiar topics, sometimes linking to self or peers ("Helping neighbors is good --> I want to do this too").	Reflects briefly on values or behaviors in short spoken texts on familiar, less familiar, and everyday academic topics, sometimes linking to self or peers and adding a reason.

Speaking, Year 3 Performance Levels (Exit Target Mid A2)

Scope: Standards describe performance in interactive speaking on familiar, everyday, and personally relevant topics, including familiar school/academic content covered in class. Prompts do not require unfamiliar or abstract topics without support.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Spoken Fluency & Coherence	Produces short, linked sentences with some pauses; uses a few basic connectors (and, then); keeps conversation going at a basic level.	Produces connected speech with some detail; uses basic connectors (and, but, because) more consistently; pauses do not usually disrupt meaning.	Produces short stretches of connected speech with extra detail; organizes ideas using a range of simple connectors (because, when, after that); pauses are occasional but do not disrupt meaning.	Sustains longer stretches of connected speech with elaboration and some narrative detail; organizes ideas clearly with sequencing and organizing words (first, next, later, finally); communicates smoothly, with only minor hesitation when searching for less familiar vocabulary.
Interaction & Communication Strategies	Answers questions and sometimes ask one simple question; shows interest with some short reactions.	Maintains exchanges on familiar topics; asks some follow-up questions and uses expressions to show interest.	Sustains exchanges with detail; consistently asks follow-up questions and uses expressions and body language (eye contact, nodding, short reactions) to engage the listener.	Extends topics with extra detail without prompting; confidently maintains interaction through follow-up questions, functional expressions (That reminds me... / What about you?), and natural reactions; manages turn-taking with growing independence.
Lexical Range & Accuracy	Uses everyday words and some topic words from class; can express basic ideas but repeats frequently.	Uses a wider range of everyday and some familiar academic/topic words; can rephrase with support to avoid repetition.	Uses everyday, topic, and some academic words with growing variety; rephrases or uses simple synonyms to avoid repetition; vocabulary is sufficient for familiar conversations and short tasks.	Uses a good range of everyday and topic-specific words with flexibility; begins to select between words for precision in familiar contexts; occasionally uses less familiar words to extend meaning, often with errors in word form or use.

Grammatical Range (includes functions)	Uses simple present and some past tense with less control; produces some correct short sentences but frequent errors.	Uses present, past, and emerging future (going to) in simple sentences; can use basic functional language (likes/ dislikes, giving simple reasons).	Uses present, past, and future with growing consistency; produces some basic complex sentences (because, when); uses functional language for opinions, giving reasons, and making simple suggestions.	Uses mostly correct simple and basic complex sentences; experiments with some emerging higher-level structures (comparatives, simple passives, relative clauses) though errors occur; uses functional language flexibly for opinions, advice, and suggestions.
Pronunciation (phonological control)	Pronounces most familiar words understanda-bly though some sounds are unclear; stress and intonation mostly flat.	Pronounces most familiar words clearly; some use of stress/ intonation to support meaning.	Pronounces familiar words clearly; rhythm and intonation support meaning; occasional slips occur but do not affect overall understanding.	Pronounces almost all familiar and less familiar words clearly; rhythm and intonation often sound natural; minor slips never affect understanding, even when speaking at greater length.

Reading, Year 3 Performance Levels (Exit Target Mid A2)

Reading Strand 1: Retrieve

Scope note: Retrieve means finding information directly stated in a text, including continuous texts (narratives, descriptions, instructions) and non-linear texts (lists, timetables, charts, graphs, signs, and diagrams). Students begin by locating single facts in simple formats, then progress toward retrieving details across more complex or competing information and from multiple representations.

Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.1.1 – Locate explicit fact	Identifies a required fact in a short, familiar text even when other information is also present.	Identifies a required fact in a short text even when competing information is included.	Produces short stretches of connected speech with extra detail; organizes ideas using a range of simple connectors (because, when, after that); pauses are occasional but do not disrupt meaning.	Sustains longer stretches of connected speech with elaboration and some narrative detail; organizes ideas clearly with sequencing and organizing words (first, next, later, finally); communicates smoothly, with only minor hesitation when searching for less familiar vocabulary.
R.1.2 – Locate time/ number/ date/ price	Identifies required time/ number/ date/price when several appear in the text.	Identifies the correct time/number/ date/ price when several appear, including some competing information.	Identifies correct times, numbers, dates, or prices in short texts on familiar and less familiar topics, even when several appear with extra or competing information.	Identifies correct times, numbers, dates, or prices across short texts on familiar, less familiar, and some everyday academic topics, even when presented in varied formats or with competing information.

R.1.3 – Use text features (title, heading, bold print, visuals)	Uses a title, heading, or bold print to help locate required information in a simple text.	Combines use of text features (e.g., heading + list, timetable + graph) to locate required information when some competing information is present.	Integrates multiple text features (headings, lists, timetables, graphs, diagrams) to locate required information in short texts on familiar and less familiar topics, even when competing information is present.	Integrates multiple text features (headings, lists, timetables, graphs, diagrams) flexibly to locate and cross-check required information in texts on familiar, less familiar, and everyday academic topics.
R.1.4 – Identify main idea(s)	Identifies the main idea of short, familiar texts (what the text is about).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is not directly stated or when competing information is included.	Identifies the main idea in short texts on familiar, less familiar, and some everyday academic topics, even when implied or accompanied by competing information.
R.1.5 – Locate multiple facts	Identifies several required facts in a short, familiar text even when spread across different sentences.	Identifies several required facts across different parts of a text, including when competing information is present.	Identifies and integrates several required facts across different parts of a text (or across simple related texts), even when competing or less obvious information is included.	Identifies and integrates several required facts across different parts of a text or across short related texts (e.g., text + chart), even when some facts are less obvious or competing information is present.
R.1.6 – Details	Identifies key details in short texts on familiar topics when limited competing information is present.	Identifies main and minor details in short texts on familiar topics even when competing information is present.	Identifies main and supporting details in short texts on familiar and less familiar topics, even when competing information or varied wording is included.	Identifies and distinguishes main and supporting details in short texts on familiar, less familiar, and everyday academic topics, even when expressed with varied wording or embedded in extra information.
R.1.7 – Non-linear texts (lists, timetables, charts, graphs, diagrams, signs)	Identifies basic information from non-linear texts (e.g., a class supplies list, timetable, or simple graph) on familiar topics.	Identifies and compares information across simple non-linear texts (lists, timetables, graphs, diagrams) on familiar topics, even when some competing information is present.	Identifies and compares information across non-linear texts (lists, timetables, charts, graphs, diagrams) on familiar and less familiar topics, even when some competing information is included.	Identifies, compares, and interprets information across non-linear texts (lists, timetables, charts, graphs, diagrams) on familiar, less familiar, and some everyday academic topics, even when links are not directly signaled.

R.1.8 – Retell story (non-verbal)	Retells the main events of a straight-forward story on a familiar topic in non-verbal ways (e.g., sequence pictures, arrange sentences).	Retells main events of a story on familiar and some less familiar topics in non-verbal ways even with minimal visual support or when competing information is present.	Retells main events of short stories on familiar and less familiar topics in non-verbal ways (e.g., sequence pictures, complete diagrams, order events) with little or no visual support.	Retells main events of short stories on familiar, less familiar, and some everyday academic topics in non-verbal ways (e.g., sequence pictures, complete diagrams, order events), with clear logical order and little or no visual support.
R.1.9 – Retell story (verbal)	Retells a straightforward story verbally with some visual support (key words or pictures).	Retells a straightforward story verbally with limited visual support (e.g., headings but no pictures).	Retells straight-forward stories verbally on familiar and less familiar topics, with little or no visual support, maintaining logical sequence.	Retells straight-forward stories verbally on familiar, less familiar, and some everyday academic topics with clear sequence, even when little or no visual support is provided.
R.1.10 – Identify relationships among words/phra-ses	Demonstrates understanding of relationships among familiar words/phrases in simple texts (e.g., house/apart-ment = bedroom, kitchen).	Demonstrates understanding of relationships among less familiar words/phrases in simple texts, even when competing information is present.	Demonstrates understanding of relationships among words/ phrases (categories, opposites, part–whole) in short texts on familiar and less familiar topics, even when competing information is included.	Demonstrates understanding of relationships among words/phrases (categories, opposites, part–whole) in texts on familiar, less familiar, and some everyday academic topics, even when competing information or varied expressions are included.
R.1.11 – Identify referents (pronouns, demonstratives)	Identifies simple referents (demonstrati-ves, subject/ object pronouns) in familiar short texts.	Identifies referents across two senten-ces in short texts on familiar and some less familiar topics, even when competing information is present.	Identifies pronoun and demonstrative references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.	Identifies pronoun and demonstrative references across several sentences or short paragraphs in connected texts on familiar, less familiar, and everyday academic topics, even when referents are indirect, implied, or separated by extra information.

Reading Strand 2: Interpret

Scope note: Interpret means building meaning that is not always directly stated. This includes identifying gist, sequence, references, connections, and implied meaning in continuous and non-linear texts (charts, graphs, diagrams). Progression reflects growing independence in interpreting meaning and relationships across modes.

Interpret Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.2.1 – Sequence of events	Puts events in order in short, familiar texts using sequencing words (first, then, next).	Puts events in order in short texts even when sequencing words are missing or competing information is present.	Sequences events in short texts on familiar and less familiar topics, even when order is implied (not explicit) or competing information is present.	Sequences events in texts on familiar, less familiar, and everyday academic topics, even when order is implied, not explicit, or competing information is present.
R.2.2 – Main idea (gist)	Identifies the main idea of short, familiar texts with some support (title, repetition, simple connectors).	Identifies the main idea in short texts on familiar topics even when not repeated or when competing information is present.	Identifies the main idea in short texts on familiar and less familiar topics, even when it is implied or when extra information is included.	Identifies the main idea in short texts on familiar, less familiar, and everyday academic topics, even when implied, expressed indirectly, or accompanied by competing information.
R.2.3 – Reference (pronouns, simple substitutes)	Links pronouns and other simple substitutes (this, that) to nouns in short, familiar texts.	Links pronoun references across two sentences in short connected texts, even when competing information is present.	Interprets pronoun and substitute references across several sentences in short connected texts on familiar and less familiar topics, even when competing information is present.	Interprets pronoun and substitute references across several sentences or short paragraphs in connected texts on familiar, less familiar, and everyday academic topics, even when indirect or competing information is included.
R.2.4 – Meaning from context	Guesses the meaning of a simple unfamiliar word from context in short, familiar texts.	Guesses the meaning of simple unfamiliar words from context in familiar texts even when competing information is present.	Infers the meaning of simple unfamiliar words from context in short texts on familiar and less familiar topics, even when some extra or competing information is present.	Infers the meaning of simple unfamiliar words or phrases from context in short texts on familiar, less familiar, and everyday academic topics, even when competing information or indirect clues are present.
R.2.5 – Author's opinion / stance	Identifies simple opinions in short texts on familiar topics (likes/ dislikes, easy/hard).	Identifies simple opinions in short texts on familiar topics even when implied and not directly stated.	Identifies author's or character's opinion/ stance in short texts on familiar and less familiar topics, even when implied or expressed indirectly.	Identifies author's or character's opinion/ stance in short texts on familiar, less familiar, and everyday academic topics, even when expressed indirectly, implied, or contrasted with other views.

R.2.6 – Connections between ideas	Identifies basic connections in familiar texts using simple linking words (and, but, because).	Interprets basic connections across sentences in familiar texts, even when competing information is present.	Interprets connections between ideas across sentences and short paragraphs in texts on familiar and less familiar topics, even when not explicitly marked or when competing information is included.	Interprets connections between ideas across sentences and short paragraphs in texts on familiar, less familiar, and everyday academic topics, even when not explicitly marked or when competing information is included.
R.2.7 – Visuals, diagrams, and graphs with text	Interprets basic meaning from visuals, diagrams, or graphs directly linked to short, familiar texts.	Interprets relationships across text and visuals/graphs (e.g., compare two bars in a chart, link a sentence to a graph) even when not explicitly repeated.	Interprets relationships between text and visuals/graphs/ diagrams (e.g., compare data, draw a conclusion) on familiar and less familiar topics, even when links are implied.	Interprets relationships between text and visuals/graphs/diagrams (e.g., compare data, infer a conclusion) on familiar, less familiar, and everyday academic topics, even when links are implied or indirect.

Reading Strand 3: Evaluate

Scope note: Evaluate means making judgments about content, relevance, and representation of ideas in continuous and non-linear texts (including graphs/ diagrams). Students progress from recognizing obvious matches to making simple judgments about accuracy, relevance, or appropriateness.

Evaluate Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.3.1 – Match text to purpose	Identifies the purpose of short, familiar texts (e.g., to invite, to describe, to suggest).	Identifies the purpose of familiar texts even when competing information is included.	Identifies the purpose of short texts on familiar and less familiar topics, even when competing information or indirect wording is included.	Identifies the purpose of short texts on familiar, less familiar, and everyday academic topics, even when expressed indirectly or with competing information.
R.3.2 – Match ideas with visuals/ graphs	Judges whether a picture, diagram, or simple graph matches information in a short, familiar text.	Judges whether visuals, diagrams, or graphs accurately represent information in short texts, and explains why.	Evaluates whether visuals, diagrams, or graphs accurately represent information in short texts on familiar and less familiar topics, explaining why.	Evaluates whether visuals, diagrams, or graphs accurately represent information in texts on familiar, less familiar, and everyday academic topics, explaining why.
R.3.3 – Relevance to task	Judges whether information is useful for a simple classroom or real-world task (e.g., choosing a food for someone with a cold).	Judges whether information is useful for a classroom or real-world task even when competing information is included.	Judges whether information in short texts on familiar and less familiar topics is useful for classroom or real-world tasks, giving a brief reason.	Judges whether information in texts on familiar, less familiar, and everyday academic topics is useful for classroom or real-world tasks, consistently giving a short reason or explanation.

R.3.4 – Opinions and values	Judges whether a character's opinion or decision in a short text makes sense in context.	Evaluates simple opinions or decisions in short texts and relates them to own life or values.	Evaluates simple opinions, decisions, or values in short texts on familiar and less familiar topics, and relates them to own life or values with a brief explanation.	Evaluates simple opinions, decisions, or values in texts on familiar, less familiar, and everyday academic topics, and relates them to own life or values with a brief explanation.

Reading Strand 4: Apply

Scope note: Apply means using information from texts (continuous and non-linear: lists, timetables, charts, graphs, diagrams, signs) to complete a task, make choices, or connect ideas to self. Students progress from copying obvious information to applying ideas in classroom/real-world tasks, and eventually to representing information in new ways (e.g., filling in or creating simple graphs).

Apply Indicator	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
R.4.1 – Follow instructions	Follows short, simple written instructions on familiar tasks (e.g., classroom or homework activity).	Follows short written instructions and completes familiar tasks even when some competing information is present (e.g., choose correct form, complete a short chart).	Follows short written instructions to complete tasks in familiar and less familiar contexts, even when some competing information is included.	Follows short written instructions to complete tasks in familiar, less familiar, and everyday academic contexts, even when competing information or varied wording is included.
R.4.2 – Use information to choose	Uses information from short, familiar texts to make simple choices for a task (e.g., selecting a snack for a friend, choosing the right camp) when there is limited competing information.	Uses information from short, familiar texts to make appropriate choices even when there is a range of competing information (e.g., compare two activities described in a flyer).	Uses information from short texts on familiar and less familiar topics to make appropriate choices for classroom or real-world tasks, even when multiple options or competing information are included.	Uses information from short texts on familiar, less familiar, and everyday academic topics to make appropriate choices for classroom or real-world tasks, even when multiple options and competing information are included.
R.4.3 – Apply ideas from a text	Applies a simple idea from a familiar text to a classroom task (e.g., follow a time-management tip to make a short schedule).	Applies ideas from short familiar texts independently to complete a classroom/ real-world task (e.g., adapt a study tip, follow a recipe, fill in missing steps on a chart).	Applies ideas from short texts on familiar and less familiar topics independently to complete a task, even when texts include competing information.	Applies ideas from short texts on familiar, less familiar, and everyday academic topics independently to complete a classroom or real-world task, even when texts include extra or competing information.

R.4.4 – Connect learning to self	Connects ideas from a short, familiar text to own life in a simple way (e.g., "This advice is good for me because...").	Connects and extends ideas from familiar texts to self or peers, showing reflection or evaluation of the idea.	Connects and extends ideas from short texts on familiar and less familiar topics to self or peers, showing reflection or evaluation.	Connects and extends ideas from short texts on familiar, less familiar, and everyday academic topics to self or peers, showing reflection or evaluation.
R.4.5 – Represent information from a text (graphs/ diagrams)	Fills in key information on a simple chart, table, or graph (e.g., complete missing data from a short text).	Transfers information from a short, familiar text into a simple visual representation (e.g., complete a table, fill in a bar chart, or make a labeled diagram) with limited support.	Transfers information from short texts on familiar and less familiar topics into simple visual representations (charts, tables, graphs, diagrams), with accuracy and independence.	Transfers information from short texts on familiar, less familiar, and everyday academic topics into simple visual representations (charts, tables, graphs, diagrams) with accuracy and independence; may adapt or reorganize data to show meaning clearly.

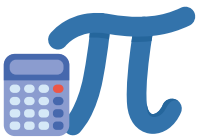
Writing, Year 3 Performance Levels (Exit Target Mid A2)

Scope: Standards describe performance in writing short texts on familiar, everyday, and personally relevant topics, including familiar academic/school subjects. Prompts do not require unfamiliar or abstract topics.

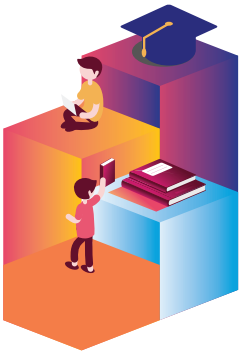
Strand	Does Not Meet	Partially Meets	Meets (Target)	Exceeds
Task Fulfillment (overall written production)	Addresses all main parts of the task with some detail; ideas are mostly clear and on-topic.	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Expands responses with clear detail; addresses familiar tasks fully and adds some elaboration (e.g., examples, short explanations). Ideas are connected and easy to follow.	Produces extended responses with elaboration and supporting detail; addresses tasks with confidence and begins to adapt content to audience/purpose. Ideas are consistently clear and sometimes show development across sentences/sections.
Coherence & Cohesion	Produces a generally logical order; uses simple connectors (and, then, because) and some sequencing words (first, next); attempts elaboration.	Produces a clear logical order; uses a wider range of connectors (and, but, because, when) and sequencing words (first, later, finally); develops topic with elaboration.	Organizes writing into short paragra-phs or sections; uses sequencing and connecting words (first, next, after that, finally) consis-tently; develops ideas with some supporting detail.	Organizes writing into clear short paragraphs; uses a variety of connectors (in addition, so, after that, finally) with growing accuracy; begins to use simple cohesive devices (pronouns, repetition, substitution) for flow.

Grammatical Accuracy (includes functions)	Produces mostly correct simple sentences; shows some control of present, past, and emerging future (going to); uses some functional expressions but slips occur.	Produces mostly correct simple and some basic complex sentences; shows consistent control of basic tenses (present, past, future) and functional structures (likes/dislikes, giving reasons, suggestions). Errors are minor.	Produces simple and some complex sentences with growing accuracy; uses present, past, and future consistently; expresses opinions, reasons, and short explanations with functional language.	Produces a range of simple and complex sentences with greater accuracy; uses comparatives, simple passives, and conjunctions (because, when, if) with some control; expresses opinions, short arguments, and explanations with more confidence.
Lexical Range & Appropriacy	Uses everyday vocabulary and some topic words; occasional repetition but conveys meaning.	Uses a wider range of everyday and topic-specific words from class; sometimes rephrases to avoid repetition; vocabulary supports clear expression.	Uses a good range of every-day and topic-specific words; attempts rephrasing and synonyms to avoid repetition; selects words that fit task and meaning.	Uses everyday, topic, and some academic words flexibly; chooses words for precision; uses synonyms and basic collocations to add variety; vocabulary supports extended expression.
Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	Writes all sentences with capitals and full stops; spelling of high-frequency words is mostly correct; occasional slips do not affect meaning. Handwriting/ formatting legibility is uneven (letter formation, spacing, alignment) and parts may cause reader moderate strain.	Writes sentences with correct capitals and punctuation; spelling of common and familiar-topic words is mostly correct; may begin to use commas (lists, longer sentences). Handwriting/ formatting mostly legible; occasional crowding or irregular spacing may cause minor strain.	Writes with consistent use of capitals, full stops, and commas in lists/longer sentences; spelling of common words is accurate; errors in less frequent words do not impede readability. Handwriting or formatting is legible. Handwriting/ formatting is legible and appropriately spaced; align-ment and simple layout (line breaks, margins) support readability.	Writes with secure control of capitals, full stops, and commas; uses question marks and apostrophes with some accuracy; spelling of most words (including some less frequent) is accurate. Errors are minor and do not affect clarity. Handwriting or formatting is legible/ supports readability.

Appendix 7: Glossary



Academic Content Use
Using English to learn and communicate about school subjects (like science, math, social studies, or arts) at an age-appropriate level.



Assessment for Learning (AfL)
Ongoing checks during lessons that help teachers and students see progress and plan next steps, not just give grades.

Band-majority rule (when using assessment rubrics)
When deciding a student's score, look across the rubric criteria. The level (band) that appears most often is the one you give as the overall result.

Can Do Descriptors
Short statements that describe what learners can actually do in English at different stages (e.g., "can write a short paragraph about daily routines").

Communicative Competence
The ability to use English to understand, interact, produce, and share meaning in real situations—covering vocabulary, grammar, social rules (politeness, tone), and
organizing ideas.

Equity & Inclusion
Making sure every learner, no matter their background or ability, can access learning, join in class, and be assessed fairly.

Exit Targets
The level of English most students should reach by the end of each school year (Year 1, Year 2, Year 3).

Floor rule (when using assessment rubrics)
If a student's work falls below the minimum required level on a critical area (for
example, pronunciation in speaking, or mechanics in writing), the overall score cannot go higher than that lower level.

Future-Ready Transversal Skills
Skills like problem-solving, collaboration, digital literacy, and critical/creative thinking that prepare students for study, work, and life, practiced through English tasks.

Global Issues & Citizenship
Using English to explore worldwide topics (like climate change or health), compare viewpoints, and suggest solutions while linking to Moroccan values and identity.

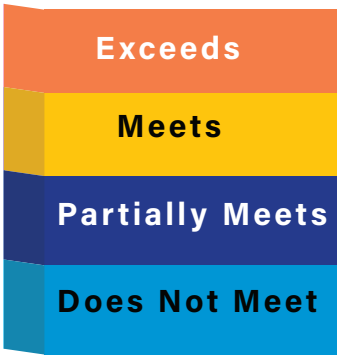
Instructional Participation
Using English to follow classroom routines, ask for clarification, work with peers, and complete learning tasks.

Mechanics (Writing)
The basics that make writing clear: handwriting/typing, spelling, punctuation, and capitalization.

Mediation
Helping others understand by explaining, summarizing, or rephrasing information in English.

Modes of Communication
Four ways English is used in the Framework:

- **Reception** (listening/reading)
- **Production** (speaking/writing)
- **Interaction** (two-way exchanges)
- **Mediation** (relaying/explaining)



Performance Levels

Four levels that show how well learners meet the expected outcomes:
Does Not Meet, Partially Meets, Meets, Exceeds.

Plurilingualism
Using knowledge of several languages (Arabic, Amazigh, French, Spanish, etc.) as an advantage when learning English.

Prepared Speaking
Planned, practiced speaking for an audience, like a short talk, poster presentation, or rehearsed performance.

Progression
The step-by-step growth of learners' skills, vocabulary, and grammar across Years 1–3.

Social Communication
Using English in school and community life to greet people, share feelings, build relationships, and show politeness.

Spoken Interaction
Unprepared, real-time conversation between students (pairs/groups) to share information, ask and answer questions, and make simple decisions.

Standards (S1–S5)
The five main purposes for learning English in middle school:

1. Social Communication
2. Instructional Participation
3. Academic Content Use
4. Future-Ready Transversal Skills
5. Global Issues & Citizenship.

Student-Centered Learning
Teaching that puts learners at the center: lots of pair/group work, voice and choice, strategy practice, and chances to use English meaningfully.

Teacher Agency
Teachers' ability to use professional judgment to adapt lessons for their students, while staying aligned with shared standards and goals.

Universal Design for Learning (UDL)
Designing lessons with different ways to access content, show learning, and stay engaged, so all learners can succeed.

Appendix 8. References

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