

| GFS<br>Assessment<br>Level | Arabic B assessment criteria  |   |   |   |
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|                            | Listening   | Speaking  | Reading   | Writing   |
| <b>M2</b>                  | <ul style="list-style-type: none"> <li>I can conclude the overall meaning in short texts that contain coherent sentences and different linguistic structures.</li> <li>I can generally analyse the main facts and some details in narrative and descriptive oral texts composed of more than one paragraph about familiar and unfamiliar topics.</li> </ul> | <ul style="list-style-type: none"> <li>I can discuss usual topics and social situations independently.</li> <li>I succeed in performing many communication tasks that demand the exchange of various information.</li> <li>I apply use various appropriate linguistic structures.</li> <li>I can often narrate and describe things using all tenses at the paragraph level.</li> </ul>  | <ul style="list-style-type: none"> <li>I can analyse and paraphrase interconnected narrative and descriptive texts presenting basic information about a variety of personal and social topics with rare gaps in comprehension.</li> <li>I can conclude all main and supporting ideas in a paragraph.</li> </ul> | <ul style="list-style-type: none"> <li>I can produce narrative and descriptive texts employing the present, past and future tenses when writing about daily events and circumstance; this narrative and descriptive text is more than one paragraph long.</li> <li>I often apply a variety of expressions and correct linguistic structures.</li> <li>I sometimes quote from one or two digital sources in my written work.</li> </ul>  |
| <b>M1</b>                  | <ul style="list-style-type: none"> <li>I can outline the overall meaning in short simple texts.</li> <li>I can generally outline the main idea and very few details in narrative and descriptive oral texts composed of more than one paragraph about familiar topics.</li> </ul>   | <ul style="list-style-type: none"> <li>I can discuss usual topics and social situations with the help of provided resources.</li> <li>I can apply some appropriate linguistic structures.</li> <li>I can often narrate and describe things at the paragraph level.</li> <li>I encounter some difficulties while narrating or describing, as I sometimes mistake the use of appropriate tense, or may not be able to deliver a coherent paragraph due to lack of appropriate breadth of vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>I can summarize short noncomplex narratives and descriptive texts presenting basic information about a variety of personal and social topics.</li> <li>I can conclude main ideas and some supporting details in a paragraph.</li> </ul>                                  | <ul style="list-style-type: none"> <li>I can produce a simple paragraph or summary about an interest, experience or familiar topics with the help of provided resources.</li> <li>I can produce narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long.</li> <li>I may commit few errors in the use of tenses, which may adversely affect clarity, and I will often resort to using</li> </ul> |

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|           |   |  |  | vocabulary and structures from oral discourse.  |
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| <b>S3</b> | <ul style="list-style-type: none"> <li>• I can analyse simple and compound oral sentences about basic personal and social topics.</li> <li>• I can identify main idea and some simple details in narrative and descriptive short paragraphs.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can engage in conversations, demonstrating appropriate level of fluency, talking about usual topics and social situations.</li> <li>• I can successfully communicate in uncomplicated social situations that require simple exchange of information related to familiar topics and interests.</li> <li>• I can apply many linguistic structures in my speech, including different tenses, but cannot keep a consistent level of accuracy at all times.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can illustrate most events in narrative texts or short stories.</li> <li>• I can demonstrate a fair understanding of short noncomplex texts presenting basic information about a variety of personal and social topics and compare between them.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can create short and simple texts, and sentences appropriately connected about personal topics related to everyday life.</li> <li>• My writing is in the present tense but may include references to other tenses. My sentences are loose and not strongly linked.</li> <li>• I apply correct structure of sentences and verb conjugation.</li> </ul>  |
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| <b>S2</b> | <ul style="list-style-type: none"> <li>• I can recognise simple oral sentences in several basic, personal and social contexts. My understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur.</li> <li>• I can partially illustrate the meaning of oral texts, such as the main idea.</li> </ul> | <ul style="list-style-type: none"> <li>• I can successfully engage in uncomplicated communication tasks related to simple social situations. My conversations are usually limited to familiar and essential topics in my life and community.</li> <li>• I can answer direct questions or respond to requests for information in a clear and accurate manner. My speech is interspaced with pauses, successful re-phrasing and self-correction, as I search for the right words and appropriate linguistic structures to correctly convey meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• I can analyse short and simple texts that provide key information on personal and social topics. I might occasionally misunderstand such texts.</li> <li>• I can partially understand short, and cohesive descriptive and narrative texts on familiar topics.</li> <li>• I can identify some events in a narrative text or simple short story.</li> </ul> | <ul style="list-style-type: none"> <li>• I can produce short, simple texts on familiar topics, and can present information using a series of simple sentences.</li> <li>• I can explain few practical needs and am able to create phrases and ask questions based on familiar material.</li> <li>• I can create a limited number of sentences using memorised vocabulary and structures. These sentences are simple and short, and derived from conversations with others, and limited to the present tense. Content is related to familiar topics and personal information.</li> </ul> |

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| <p style="text-align: center;"><b>S1</b></p> | <ul style="list-style-type: none"> <li>• I can identify most of the information contained in sentences expressing basic personal and social contexts.</li> <li>• I can analyse simple oral texts about familiar topics and point out some key information.</li> </ul> | <ul style="list-style-type: none"> <li>• I can successfully handle a limited number of simple communication tasks within simple social situations related to familiar and essential topics.</li> <li>• I can respond to simple and direct questions, or information requests with clear sentences.</li> <li>• My conversation mostly comprises short sentences in the present tense.</li> <li>• I can express personal information through constructing my own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person I am conversing with.</li> </ul> | <ul style="list-style-type: none"> <li>• I can analyse some information in short, cohesive texts that address limited personal and social issues. Although I might also repeatedly misunderstand such texts.</li> <li>• I may encounter difficulties in understanding cohesive texts, regardless of length.</li> </ul> | <ul style="list-style-type: none"> <li>• I can compose short and simple texts and comments about familiar everyday topics relying mainly on memorized material.</li> <li>• I can recombine learned vocabulary and structures to create simple sentences on very familiar topics, but I am not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate my intentions.</li> </ul> |
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| <p style="text-align: center;"><b>D2</b></p> | <ul style="list-style-type: none"> <li>• I can often point some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with non-linguistic clues.</li> <li>• I can analyse sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before.</li> </ul> | <ul style="list-style-type: none"> <li>• I can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired.</li> <li>• I can ask some memorized questions.</li> <li>• I can respond to direct questions using two or three words at a time, or using some memorized language but I frequently pause to searches for simple words, or i repeat the words and phrases of the person I am conversing with.</li> </ul> | <ul style="list-style-type: none"> <li>• I can identify key words and words borrowed from foreign languages, as well as memorized expressions in a number of simple and short texts with clear context.</li> <li>• I can distinguish simple words, phrases and sentences using words I learned previously.</li> <li>• I can usually recognise the meaning of short simple texts that include key information using text sequencing and non-linguistic support.</li> </ul> | <ul style="list-style-type: none"> <li>• I can produce a limited number of sentences using previously learned vocabulary and phrases.</li> <li>• I demonstrate some accuracy when writing about several simple familiar topics.</li> </ul> |
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| <p><b>D1</b></p> | <ul style="list-style-type: none"> <li>• I can recognise a number of words and common expressions in their context, and then understands them, including words derived from other languages.</li> <li>• I may understand more than one expression at a time, and may need repetition to do so.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can greet others back and introduce myself and my family.</li> <li>• I can answer a few simple questions.</li> <li>• I can use previously learned vocabulary and expressions in my speech.</li> <li>• I can sing some chants and short songs in Arabic.</li> <li>• I can refer to things with simple sentences.</li> <li>• I can compare between two things using simple adjectives.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can recognize all letters of the alphabet in their different forms and placements in words.</li> <li>• I can recognise a number of words and expressions within context, including words borrowed from other languages.</li> <li>• I can link single sentences with related images or visual clues.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use demonstrative pronouns in sentences.</li> <li>• I can use adjectives I learned to describe things correctly.</li> <li>• I can write a limited number of memorised words and phrases in a familiar context.</li> </ul>   |
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| <p><b>E2</b></p> | <ul style="list-style-type: none"> <li>• I can follow routine instructions.</li> <li>• I can recognise most of the letter sounds which I learned in the context of familiar words.</li> <li>• I can understand single words that have been learned and memorised in previous stages with some clues.</li> <li>• I can understand several simple greetings.</li> </ul> | <ul style="list-style-type: none"> <li>• I can greet others and introduce myself.</li> <li>• I can answer a few simple common questions.</li> <li>• I can repeat previously learned vocabulary and expressions such as numbers, week days, months and seasons.</li> <li>• I can name some places, persons and things previously learned.</li> <li>• I can sing the Arabic alphabets song.</li> <li>• I can count from one to ten.</li> </ul> | <ul style="list-style-type: none"> <li>• I can read words consisting of four connected letters.</li> <li>• I can read and distinguish the sounds of the letters with different long vowels.</li> <li>• I can add the correct short vowels to the words as pronounced.</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• I can write my name, home address, date, name of days and seasons.</li> <li>• I can write words and phrases that I learned, using visual stimuli such as pictures, maps or drawings.</li> <li>• I can use demonstrative pronouns in sentences following a pattern.</li> </ul> |
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| <p><b>E1</b></p> | <ul style="list-style-type: none"> <li>• I can recognise the letter sounds which I learned in the context of familiar words.</li> <li>• I can differentiate between different long vowels.</li> <li>• I can sometimes understand single words that have been</li> </ul>   | <ul style="list-style-type: none"> <li>• I can repeat some simple orders or phrases.</li> <li>• I can thank others.</li> <li>• I can answer simple questions with yes or no.</li> <li>• I can express my feelings using like &amp; don't like.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can read words consisting of three connected letters.</li> <li>• I can read and distinguish the sounds of the letters with different short vowels.</li> <li>• I can link single words with related images.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can write the letter according to its position in the word. (beginning, middle or end of the word)</li> <li>• I can answer questions with yes or no.</li> </ul>   |

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|  | <p>learned and memorised in previous stages, especially if associated with an action or a picture.</p> | <ul style="list-style-type: none"><li>• I can use “and” (و) to connective between two words.</li><li>• I can count from one to ten.</li></ul> | <ul style="list-style-type: none"><li>• I can link some words and expressions I learned with related meanings.</li><li>• I can recognise vocabulary of the topics I learned in simple sentences.</li></ul> | <ul style="list-style-type: none"><li>• I can add the correct short vowels to the words as pronounced.</li><li>• I can use “my” (ي) with vocabulary.</li></ul> |
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