| GFS Assessment Level | Assessment Criteria | | | |
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| | Listening | Speaking | Reading | Writing |
| M2 | • I can always analyse the types of arguments presented by the speaker (logical, emotional), illustrating the deceptive appearances of emotions or by going out of the subject or exaggerating generalizations.<br>• I can always define the relationships between the parts of the audible text and the rhetorical tools used by the speaker, indicating their expected effects. | • I can always actively communicate in group discussions through the necessary readings, searching for appropriate subjects, and presenting individual informational presentations, taking into account the use of accurate structures, visual communication and explicit pronunciation.<br>• I can always communicate my views and findings with descriptions, facts and specific examples and use the accurate structures, appropriate visual communication, clear pronunciation, and other tools to speak to the audience. | • I can analyze the text or part of the text in which the author has expressed a position or comment on a social or other issue and has criticized the extent to which the author has achieved his purpose.<br>• I can summarize information in different ways; to gain a full, coherent and logical understanding and evaluate the sincerity, reliability and validity of the explicit and implicit assumptions that support the argument, and analyze the views of the authors. | • I can create creative and functional texts that reflect a coherent view, logical guides, or employ in my textual consistency scripts, or apply review and calendar mechanisms to what I produce according to specific criteria.<br>• I can identify the most effective sources independently and use them to enhance my writing.<br>• I can use quotes, examples similes and metaphors my writing. |
| M1 | • I can often guess the meanings of unfamiliar words in the audible text and identify gestures, signals and facial expressions that the speaker has employed to meet the meanings and sensations.<br>• I can often analyse the audio material and define the | • I can always participate in presenting presentations and discussions through necessary and optional reading and searching for the right topics.<br>• I can often communicate my views and conclusions with descriptions, facts and specific examples, using accurate structures, visual | • I can analyze the central idea and thought of the text and tie it to the sub-thought of characters.<br>• I can specify the meanings of words and phrases as used in the text, and concluded how the choice of words affected the meaning. | • I can often compose creative and functional texts that reflect a coherent view, logical guides. I can write with consistency of text, and apply review and evaluation mechanisms to what I produce according to specific criteria. |

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| | relationships between the parts of the text, comparing between the viewpoints presented. | communication, accurate pronunciation, and other tools to speak to the audience. | • I can often identify interactions and conflicts between the main and secondary characters in literary texts, analyze how they appear in the story and shape the plot. | • I can often apply my research skills effectively, or comment on texts or write notes about specific readings. |
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| S3 | • I can identify the main idea and all supporting details in extended descriptive texts, and narrative texts that relate events in the past, present and future. Even if the speech is constructed in unfamiliar linguistic structures. | • I can easily and confidently perform many communication tasks and can actively participate in most informal and formal discussions.<br>• I can easily and confidently narrate and describe using all tenses and accurate linguistic structures.<br>• I can easily and successfully handle linguistic complications as a result of unexpected turns in a normal or usually familiar dialogue or communication task.<br>• I am fluent due to my wide range of vocabulary and ability to use a variety of linguistic structures.<br>• I can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. | • I interpret narrative and descriptive texts in multiple paragraphs and narratives about events in all tenses, even if it is constructed of unfamiliar linguistic structures.<br>• I can identify the main idea, facts and all supporting details in long texts and essays on familiar and unfamiliar.<br>• I can criticize the writer's choice of vocabulary and rhetorical language.<br>• My comprehension derives not only form context and knowledge of topic, but also from my own knowledge of the language itself. | • I can easily and confidently express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.<br>•<br>• I can compose narrative essays with a good deal of detail on a wide range of academic, specialized, and general topics.<br>• My writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas.<br>• I can easily and confidently create a questionnaire on a certain topic and summarize most prominent findings and recommendations. |
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| S2 | • I can identify the main idea and most supporting details in extended descriptive texts including detailed descriptions of people, places and other things, and narrative texts that relate | • I can perform many communication tasks and can actively participate in most informal discussions and some formal ones.<br>• I can narrate and describe using all tenses. | • I can summerize long texts on familiar and unfamiliar topics related to personal, general and specialized interests.<br>• I can analyse narrative and descriptive texts in multiple paragraphs such as detailed | • I can produce narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time. |

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| | events in the past, present and future. The speech is usually constructed in familiar linguistic structures. | • While narrating and/or describing, I can coherently link main ideas and supporting details on the paragraph level. | descriptions of people, places and things, and narratives about events in all tenses.<br>• I can conclude the main idea, facts and multiple details. | • My writing includes a variety of linking words and is composed of more than one paragraph.<br>• I can create a questionnaire on a certain topic and summarize most prominent findings. |
| S1 | • I can sort out the main idea and several supporting details in organized dialogues about several personal and general topics, and in extended narrative and descriptive texts.<br>• I can understand short stories and some excerpts of books, speeches and summaries covering several topics. | • I can engage in various and somewhat complicated conversations about familiar topics beyond my daily life.<br>• I can narrate events and experiences in some details using different tenses.<br>• I can describe people, places and things with appropriate details.<br>• I can give organized oral presentations about various issues. | • I can analyse narrative and descriptive texts comprised of more than one paragraph, can identify main idea and most supporting details.<br>• I can understand the information discourse and linguistic structures used, though there may be gaps in understanding them. | • I can compose lengthy paragraphs or essays on academic, specialized and general topics. I can also express experiences and events using different tenses, a variety of linguistic structures and expressions and using connected, cohesive and organized paragraphs. |
| D2 | • I can outline the main idea and several supporting details in organized dialogues about several personal and general topics, and in extended narrative and descriptive texts covering familiar topics. | • I can participate in dialogues using some correct linguistic structures to convey desired message.<br>• I can narrate and describe using all tenses, present, past and future but I generally commit some errors in verb conjugation and grammatical structure while talking. | • I can interpret noncomplex interconnected narrative and description texts, with rare gaps in comprehension.<br>• I can conclude all main and supporting ideas in a paragraph. | • I can compose narrative and descriptive texts using all tenses and a variety of linguistic structures.<br>• My paragraphs are cohesive in terms of structure and clarity of meaning and use of variety connecters, but they may not be lengthy. |
| D1 | • I can understand the overall meaning in short simple texts.<br>• I can generally outline the main idea and very few details in narrative and descriptive oral texts composed of more than one | • I can discuss usual topics and social situations with the help of provided resources.<br>• I can apply some appropriate linguistic structures. | • I can summarize short noncomplex narratives and descriptive texts presenting basic information about a variety of personal and social topics. | • I can produce a simple paragraph or summary about an interest, experience or familiar topics with the help of provided resources.<br>• I can produce narrative and descriptive texts in the |

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| | paragraph about familiar topics. | • I can often narrate and describe things at the paragraph level.<br>• 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. | • I can conclude main ideas and some supporting details in a paragraph. | present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long.<br>• I may commit few errors in the use of tenses, which may adversely affect clarity, and I will often resort to using vocabulary and structures from oral discourse. |
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| E2 | • I can understand simple and compound oral sentences about basic personal and social topics.<br>• I can identify main idea and some simple details in narrative and descriptive short paragraphs. | • I can engage in conversations, demonstrating appropriate level of fluency, talking about usual topics and social situations.<br>• I can successfully communicate in uncomplicated social situations that require simple exchange of information related to familiar topics and interests.<br>• I can apply many linguistic structures in my speech, including different tenses, but cannot keep a consistent level of accuracy at all times. | • I can illustrate most events in narrative texts or short stories.<br>• I demonstrate a fair understanding of short noncomplex texts presenting basic information about a variety of personal and social topics and compare between them. | • I can create short and simple texts, and sentences appropriately connected about personal topics related to everyday life.<br>• My writing is in the present tense but may include references to other tenses. My sentences are loose and not strongly linked.<br>• I apply correct structure of sentences and verb conjugation. |
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| E1 | • 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.<br>• I can partially illustrate the meaning of oral texts, such as the main idea. | • 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.<br>• I can answer direct questions or respond to requests for information in a clear and | • I can analyse short and simple texts that provide key information on personal and social topics. I might occasionally misunderstand such texts.<br>• I can partially understand short, and cohesive descriptive and narrative texts on familiar topics. | • I can produce short, simple texts on familiar topics, and can present information using a series of simple sentences.<br>• I can explain few practical needs and am able to create phrases and ask questions based on familiar material.<br>• I can create a limited number of sentences using memorized vocabulary and structures. |

| | | 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. | • I can identify some events in a narrative text or simple short story. | 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. |
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