

European Network of Policy-Makers for the Evaluation of Educational Systems

Evaluation of Foreign Languages at Upper Secondary Level (EFLUSL)

EFLUSL QUALITY INDICATORS

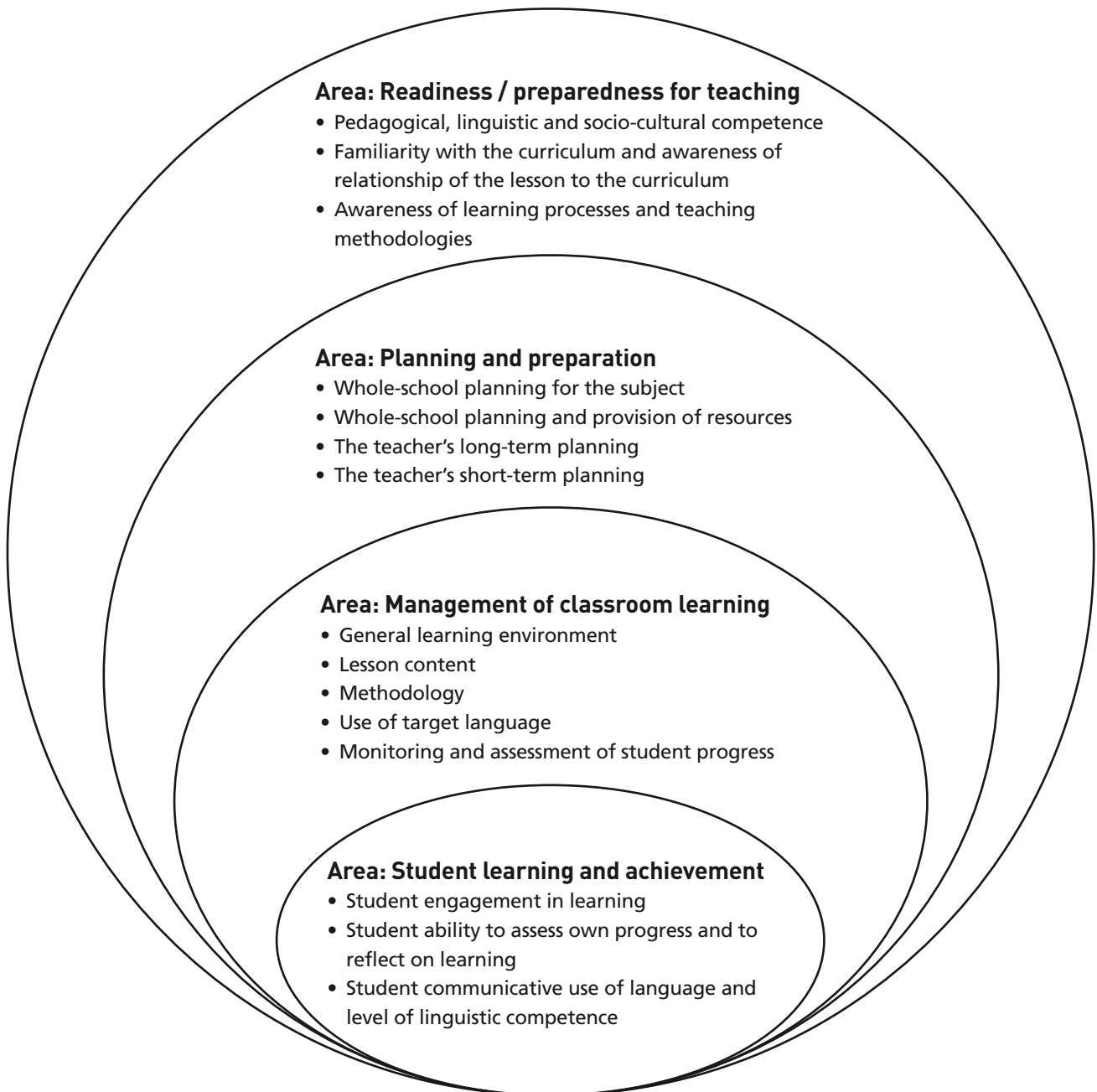


The EFLUSL Project is organised on behalf of the
European Network of Policy-Makers
for the Evaluation of Educational Systems by the
Inspectorate of the Department of Education and Science, Ireland.



Area: Planning and preparation

EFLUSL Quality Indicators



Area: Readiness / Preparedness for teaching

Indicator	Illustrations of practice
Pedagogical, linguistic and socio-cultural competence	<p>Level 4: Optimum practice</p> <p>The teacher is highly qualified, professional, enthusiastic and motivated to teach. The teacher demonstrates fluent and spontaneous expression within most contexts, including those that are unprepared and unpredictable.</p> <p><i>The teacher is enthusiastic and at ease with his/her teaching. The teacher demonstrates flexible and accurate use of language for communication and teaching; accurate pronunciation and natural intonation; very good command of idiomatic expressions and colloquialisms; a broad lexical repertoire. Can vary expressions to suit the level of the students.</i></p> <p><i>The teacher has spent a significant period of time in the target language community, and continues to maintain contact with it. The teacher can effectively model or represent the culture and social conventions of the target language community. The teacher demonstrates ease of reference to, and is comfortable with cultural nuances, attitudes and behaviour.</i></p> <p><i>The teacher maintains high standards of fluency and accuracy through regular visits to the country, reading literature and current affairs magazines, watching TV and films and using the internet.</i></p> <p><i>School management facilitates ongoing professional development for teachers through centrally provided in-service and through contact with the education departments of the national universities. The teacher avails of ongoing professional development both at home and in the country of the target language. The teacher has also up skilled in the application of ICT to language teaching.</i></p>
	<p>Level 2: Scope for development</p> <p>The teacher is professional in his/her approach, but enthusiasm and motivation may be diminished. Within prepared and predictable contexts, the teacher uses a range of structures, lexis and idioms accurately and with ease.</p> <p><i>Within prepared and predictable contexts, the teacher demonstrates linguistic accuracy for prepared and predictable material, and a good level of competence in the use of language for classroom communication and teaching. Outside of these contexts, the teacher demonstrates: reasonable fluency and spontaneity, with perhaps a certain hesitancy in oral expression; reasonable accuracy and appropriateness of vocabulary, grammar, and syntax, though pronunciation and intonation may be marked by mother tongue influence.</i></p> <p><i>The teacher may not have spent a significant period of time in the target language community, but may maintain some contact with it. The teacher demonstrates reasonable familiarity with predictable socio-cultural content, although on occasions may not represent the culture and social conventions of the target language community appropriately.</i></p> <p><i>The teacher makes a reasonable effort to maintain standards through visiting the country fairly regularly, reading literature and current affairs magazines, watching TV and films and using the internet.</i></p> <p><i>School management facilitates ongoing professional development to a limited extent. The teacher avails of ongoing professional development only when it is facilitated by the school management. The teacher has limited skills in the application of ICT to language teaching.</i></p>

Area: Readiness / Preparedness for teaching - continued

Indicator	Illustrations of practice
<p>Familiarity with the curriculum and awareness of the relationship of the lesson to the curriculum</p>	<p>Level 4: Optimum practice</p> <p>The teacher's planning and classroom practice reflect a thorough and up-to-date knowledge and understanding of the curriculum.</p> <p><i>Lessons are in line with syllabus and curriculum requirements and the topics chosen are suited to the ability level and interests of students. The teacher makes students aware of curricular requirements.</i></p> <p><i>The teacher demonstrates flexibility in adapting teaching and learning materials and resources (including ICT) to curricular objectives. The teacher keeps the curriculum at the centre of the teaching and learning processes and maintains an ongoing awareness of the relationship of the lesson to the long-term plan and to the curriculum.</i></p> <p><i>The teacher's experience in marking State examinations promotes greater understanding of the relationship between the lesson, the curriculum and the national examinations.</i></p>
	<p>Level 2: Scope for development</p> <p>The teacher's planning and classroom practice reflect a reasonable, but, in some cases, incomplete understanding of the curriculum.</p> <p><i>There is a certain lack of direction and focus in the implementation of curricular aims. The teacher is reasonably aware of the syllabus and curriculum, but the textbook and national examinations form the basis for planning. The teacher does not refer openly to the syllabus or the curriculum.</i></p> <p><i>Teaching and learning materials and resources (including ICT) are not always meaningfully related to curricular objectives. There is often an over-reliance on textbooks, some of which may be somewhat outdated.</i></p> <p><i>The teacher's knowledge of the relationship between the lesson, the curriculum and the national examinations is limited.</i></p>

Area: Readiness / Preparedness for teaching - continued

Indicator	Illustrations of practice
<p>Awareness of learning processes and teaching methodologies</p>	<p>Level 4: Optimum practice</p> <p>The teacher demonstrates a thorough understanding of learning processes, particularly language learning processes, and the methodologies most suited to effective learning.</p> <p><i>The teacher demonstrates a good understanding of how students learn and the importance of providing active learning experiences for students through teacher-student and student-student interactions. The teacher affords the students opportunities to reflect on their own learning and encourages them to share their own approaches to learning with others in the class. The teacher is aware of students' differentiated learning needs and styles and adapts teaching methodologies appropriately. The teacher is particularly conscious of the differences likely to arise in teaching and learning when using new modes of communication made possible through ICT.</i></p> <p><i>The teacher encourages students to take responsibility for their own learning and provides opportunities for students to work on their own with monitoring and support. The teacher negotiates some activities with students. The teacher is familiar with the European Language Portfolio and some of its elements inform planning and practice.</i></p> <p><i>The teacher's understanding of how students learn is progressed by ongoing professional development.</i></p>
	<p>Level 2: Scope for development</p> <p>The teacher demonstrates a limited understanding of learning processes, in particular language learning processes. The teacher is not fully cognisant of the methodologies most suited to effective learning.</p> <p><i>The teacher's understanding of the learning process may be influenced by how he/she learned in the past. Teaching methods may be primarily based on traditional practices with limited awareness of an integrated skills approach in promoting communicative competency. The teacher is not fully cognisant of the benefits of active learning.</i></p> <p><i>The teacher is aware that there may be differences in teaching and learning in an ICT environment but does not probe them.</i></p> <p><i>The teacher is open to students' ideas about learning, and allows limited discussion of them, without always seeing their value. The teacher expects students to learn on their own, but does not always provide them with the strategies to become more autonomous and take responsibility for their own learning. The teacher has a limited knowledge of the European Language Portfolio and there is little reference to it in planning or practice.</i></p>

Area: Planning and preparation

Indicator	Illustrations of practice
Whole-school planning for the subject	<p>Level 4: Optimum practice</p> <p>The school has a vision that places the student’s learning at the centre and sees the school as a learning organisation. Structures within the school facilitate a collaborative approach by teachers to subject planning. An effective whole-school subject plan for the teaching and learning of modern languages is in place.</p> <p><i>Modern languages have a high profile and are actively promoted in the school. School management facilitates open access to the study of one or more languages and timetables them in accordance with best practice. Whole-school planning ensures that students, including those with special learning needs, are offered a choice of languages and, where appropriate, the possibility of studying more than one language.</i></p> <p><i>School management facilitates formal subject department meetings. There is an agreed whole-school subject plan that reflects the mission statement of the school.</i></p> <p><i>The whole-school subject plan sets out clear aims and objectives for learning and teaching and identifies desired learning outcomes for each year and each year group. The plan promotes a range of teaching and learning approaches aimed at meeting the differentiated needs of the student cohort. It outlines how students’ learning is assessed and how assessment outcomes are communicated to students and parents. Whole school planning involves planning for students with special educational needs (SEN).</i></p> <p><i>There is regular monitoring, review and evaluation of the whole-school subject plan and assessment outcomes are examined in these reviews. The plan provides for continuing professional development for teachers and the acquisition of resources.</i></p> <p><i>As part of a learning organisation, there is a whole-school teaching and learning committee and teachers avail of opportunities to discuss pedagogical issues related to the teaching and learning of modern languages, to share good practice and to provide peer support.</i></p>
	<p>Level 2: Scope for development</p> <p>Structures within the school facilitate a collaborative approach to planning to a limited extent and some elements of a whole-school subject plan may exist.</p> <p><i>Modern languages do not have a high profile and are perceived by students as difficult and demanding. School management limits student access to the study of one or more modern languages. Some students have little or no choice regarding the language that they study, and those with special learning needs are sometimes denied access to the study of languages. Languages are timetabled on an ad hoc basis.</i></p> <p><i>There are no formal subject or language departments. There is informal, collaborative planning by teachers of the subject, but this is not always clearly recorded.</i></p> <p><i>There is a level of agreement about aims and objectives, but it is content oriented, often in accordance with the chapters in the textbook. The plan contains limited references to teaching and learning approaches. Arrangements regarding assessment of learning outcomes lack clarity. There is no formal commitment to planning for students with SEN.</i></p> <p><i>While student assessment may be used, it does not contribute to ongoing review and development of the plan. Limited attention is given to the acquisition and use of resources in the whole-school subject plan. There is limited reference to ongoing professional development in the plan.</i></p> <p><i>Teachers rarely avail of opportunities to discuss pedagogical issues related to the teaching and learning of modern languages and to share good practice. There is no provision for peer support in the school plan.</i></p>

Area: Planning and preparation – continued

Indicator	Illustrations of practice
<p>Whole-school planning and provision of resources</p>	<p>Level 4: Optimum practice</p> <p>There are effective long-term and short-term plans for the acquisition of resources. The classroom is a stimulating learning environment.</p> <p><i>There are designated language classrooms that are fully equipped with the relevant technical equipment and are brightly decorated with subject-specific materials. An extensive range of resources is provided for language learning, including ICT. There is an annual budget and teachers plan together and prioritise for the future acquisition of resources. A bank of common resources is built up and catalogued over time. The school library has funding for further resources, which are made available to students to further support their learning.</i></p> <p><i>Planning addresses the continuing professional development needs of teachers. It also incorporates and provides for the work of the language assistant, or other native speakers, as appropriate.</i></p>
	<p>Level 2: Scope for development</p> <p>Resources are acquired in an informal and generally unplanned manner. The classroom environment is reasonably stimulating for language learning.</p> <p><i>Classrooms and equipment are not always designated for language learning. A limited range of resources for language teaching and learning is provided and there is no systematic planning or prioritising for future needs. Where resources are provided, it is on an ad hoc basis, on request to management. Prioritising and planning for the future acquisition of resources and the supports needed for teaching and learning, including the use of ICT in language learning is limited.</i></p> <p><i>The continuing professional development needs of teachers are not addressed systematically. Generally, the role and work of the language assistant is planned on an ad hoc basis.</i></p>

Area: Planning and preparation – continued

Indicator	Illustrations of practice
The teacher's long-term planning	<p>Level 4: Optimum practice</p> <p>The teacher's long-term planning is informed by the relevant curriculum. It demonstrates a level of reflection on the aims and objectives for teaching and learning.</p> <p><i>The long-term plan identifies desired learning outcomes for the students in each class group, reflecting their differentiated needs and abilities, their interests and learning styles. Long-term planning also takes into account the substantial informal learning outside the classroom.</i></p> <p><i>The teacher's long-term planning proposes the methodologies, strategies and resources to fulfil these objectives and to support the integration of the different language skills in teaching and learning. It includes an inventory of core and up-to-date supplementary materials and resources, including ICT, to respond to the differentiated needs of the learners and a list of co-curricular activities to support and enhance the teaching and learning of the language.</i></p> <p><i>The long-term plan provides for the communication of these outcomes and the modes of assessment to students. It supports the development of cultural awareness, student autonomy and responsibility for learning. The teacher's long-term planning allows for review of student performance, resources, and methodologies and for self-review.</i></p>
	<p>Level 2: Scope for development</p> <p>Some cognisance is taken of the curriculum and of the varied learning needs and interests of students. Most of the time however, the syllabus is not a living document with the students and the long-term plan is often equivalent to the plan of the textbook.</p> <p><i>Because the school curriculum is based on a certain course book, teachers may not feel that they need to do specific planning in terms of aims and student needs, since this has already been done for them by the head teacher and textbook authors. Long-term planning focuses primarily on the delivery of the programme and takes little account of the learning capacities and styles of the students.</i></p> <p><i>Aims and objectives for teaching and learning are stated but are defined in terms of content rather than learning outcomes. Long-term planning does not evolve to meet the differentiated needs and interests of the student cohort. Resources are usually confined to the contents of the textbook and there is limited reference to up-to-date materials and resources including ICT. The teacher's long-term planning does not take into account the substantial informal learning outside the classroom.</i></p> <p><i>Some information is included on methodologies and teaching strategies in use, but there is limited provision for the integration of the different language skills. Planning lacks clarity and precision.</i></p> <p><i>Some provision is made in the long-term plan for the assessment of language skills.</i></p>

Area: Planning and preparation – continued

Indicator	Illustrations of practice
The teacher's short-term planning	<p>Level 4: Optimum practice</p> <p>The teacher's short-term planning is informed by the aims and objectives established in the long-term plan. Short-term learning objectives are clearly identified and provision is made for meeting the learning abilities, needs and interests of students.</p> <p><i>There is an overall coherence to the plan for the sequence of lessons and the different phases all relate to the learning objectives. The teacher's short-term planning establishes desired learning outcomes for individual or sequences of lessons, indicating how the different language learning skills are integrated through a topic or thematic approach. These learning outcomes are, in turn, communicated to the students, in a clear and coherent manner. Cognisance is taken of previous work and planning for tasks is differentiated to cater for the different needs of students.</i></p> <p><i>Planning for lessons includes optimum use of up-to-date materials and resources, including ICT, and it also promotes cultural awareness. The teacher's short-term planning allows for ongoing review of students' progress and, where necessary, revision of planning which is informed by previous work and student assessment.</i></p> <p><i>Some of the short term plans for lessons which had already taken place included comments on students' responses and outcomes to the teaching of a particular topic.</i></p>
	<p>Level 2: Scope for development</p> <p>Short-term learning objectives are not always identified and some provision is made for the varied learning needs and interests of students.</p> <p><i>There is a reasonable coherence to the plan for the lesson, though not all stages and phases relate to the learning objectives. Learning objectives are not always clearly communicated to students.</i></p> <p><i>Some cognisance is taken of previous work and planning for tasks is sometimes differentiated to cater for the different needs of students.</i></p> <p><i>Planning of lessons does not always facilitate the best use of resources.</i></p>

Area: Management of classroom learning

Indicator	Illustrations of practice
General learning environment	<p>Level 4: Optimum practice</p> <p>Positive teacher-student relationships foster effective learning. The classroom atmosphere is conducive to learning.</p> <p><i>A positive and effective learning environment is facilitated by the planning of attractive activities, the promotion of a calm reflective atmosphere at intervals and the giving of transparent instructions and supportive evaluations. The pace and structure of the lessons ensures that students remain focused on the learning tasks.</i></p> <p><i>Teacher-student relationships are positive and relaxed and there is an atmosphere of mutual respect, co-operation and good humour. There is affirmation of students' contributions and sensitive and skilful correction of errors. Every opportunity is taken to maintain individual contact with students, in particular with the less motivated students.</i></p> <p><i>Classrooms are large and bright and very well equipped with the relevant technical equipment and movable furniture to facilitate active and interactive learning. Teachers are able to circulate freely among students and monitor their work. The display of maps, posters and samples of students' work creates a stimulating and culture-rich learning environment fostering greater cultural awareness and ownership of the language learning process.</i></p>
	<p>Level 2: Scope for development</p> <p>The teacher-student relationships facilitate learning to a certain degree. The classroom atmosphere is reasonably conducive to learning.</p> <p><i>The language learning environment is often restrictive and the atmosphere may be either too rigid or too relaxed. Lessons are sometimes unsuitably structured and the pace is slow, with teachers and students losing focus on tasks.</i></p> <p><i>Teacher-student relationships are not always conducive to enthusiastic and effective learning. The teaching process is predominantly teacher centred with limited interaction with students.</i></p> <p><i>Languages are taught in classrooms with traditional seating arrangements which inhibit active and interactive learning. Where flexible seating arrangements exist, they are not always fully exploited. There is limited use of technical equipment to support learning. The absence of a print-rich environment moderates the development of cultural awareness and limits students' ownership of the language learning process.</i></p>

Area: Management of classroom learning - continued

Indicator	Illustrations of practice
Lesson content	<p>Level 4: Optimum practice</p> <p>Lesson content is coherent, challenging, and appropriate to the level of students' interests and abilities.</p> <p><i>Lessons are well structured, with the content appropriate to the needs, interests and abilities of the students. Students are given the opportunity to influence the lesson content and show a willingness to discuss the age appropriate themes selected. There is good continuity and progression from one lesson to the next. The purpose of the lesson, as defined by its content, is clear to students from the outset.</i></p> <p><i>Materials used include the textbook, past examination papers, articles downloaded from the internet and the teacher's own notes and/or worksheets. Texts and activities are chosen with a view to meeting the differentiated needs of the students and integrating vocabulary, language structures and content information. Resources are culture-rich and the development of cultural awareness is an integral part of every lesson.</i></p> <p><i>A thematic approach allows for the integration of the four language skills – listening, speaking, reading and writing – and the promotion of cultural awareness. Students are exposed to a wide variety of suitably challenging authentic listening and reading material, including literary texts. Writing and speaking tasks generally involve real communication and allow for personal responses from students. Vocabulary is studied in context. Grammatical elements and structures are approached through authentic texts, and are related to communicative activities. They are analysed in context. Activities with a focus on grammar and vocabulary contribute to the development of language awareness. Work on pronunciation and intonation is integrated into the body of the lesson and is related to meaningful communication. Student tasks are designed to promote authentic communication.</i></p> <hr/> <p>Level 2: Scope for development</p> <p>Lesson content is reasonably coherent and is fairly well matched to the level of students' interest and ability, but it may not create a sufficient challenge for students.</p> <p><i>Aims and objectives are not always clearly communicated to the students. Students are given limited opportunities to influence lesson content.</i></p> <p><i>Learning materials, student tasks and the development of cultural awareness are generally bound by the contents of the textbook. The use of resources for the promotion of cultural awareness is availed of to a limited extent.</i></p> <p><i>While reasonably interesting and challenging, the listening and reading texts are not always relevant to the lives and interests of a particular student cohort and do not always respond to their differentiated needs and abilities.</i></p> <p><i>The topics and tasks chosen do not always facilitate the integration of the different language skills. Writing and speaking tasks may on occasions involve real communication, but are more frequently somewhat mechanical and lacking in authenticity. Vocabulary is studied out of context. Presentation and analysis of grammatical elements and structures may arise from authentic texts, but are generally kept separate from communicative activities, though they may contribute to the development of language awareness. Student tasks and activities are generally not differentiated to cater for students' ability and interests.</i></p> <p><i>Work on pronunciation and intonation is done in isolation.</i></p>

Area: Management of classroom learning - continued

Indicator	Illustrations of practice
Methodology	<p>Level 4: Optimum practice</p> <p>The structure and pace of the lesson and the teaching and learning strategies deployed take due account of students' abilities, needs, interests and learning styles. Active teaching and learning strategies are used to promote student engagement.</p> <p><i>Lessons are lively and motivating and students are generally responsive. A variety of methodologies is used to create opportunities for learning. These include oral teacher presentation, Q&A, teacher-student discussions, student-student discussions, pair-work task completion, pair-work dialogue practice, group-work, self-study, individual written work, individual oral presentation of written work and task-based language awareness.</i></p> <p><i>Teaching methodologies are effective in integrating language skills and promoting cultural awareness. Appropriate strategies are used to extend vocabulary, which is studied in context, and students are shown how vocabulary can be adapted and integrated in different situations. The teaching of grammar is systematic, approached through the use of authentic texts and integrated within a communicative approach. Situations are created to encourage students' oral participation, thereby promoting the development of oral language skills. The teacher challenges students, but provides appropriate scaffolding for meaning and language forms as necessary. There is good linkage with, and strong emphasis on, the consolidation of previously learned material and on skills transferability.</i></p> <p><i>Relevant homework is assigned. Students are given constructive feedback on class work and homework. The teacher corrects errors sensitively and systematically. There are strategies in place for the development of student learner autonomy.</i></p> <hr/> <p>Level 2: Scope for development</p> <p>Students' abilities, needs, interests and learning styles are catered for to a limited extent by the methodologies employed, and by the structure and pace of the lesson. The teaching style promotes a certain level of student engagement.</p> <p><i>Lessons are teacher centred and most of the language production is provided by the teacher. Learners are given limited opportunities to use the language acquired. Students are not always sufficiently challenged. Explanations, illustrations and classroom tasks are generally suitable, but can be confusing at times.</i></p> <p><i>There is a need for more active methodologies responding to the differentiated needs and abilities of the students. Listening and reading material is exploited to a reasonable extent but students' listening skills are not always sufficiently developed. Reading skills are prioritised with the emphasis on comprehension rather than on learning something. Translation is the main strategy used to support comprehension and written production. Language skills tend to be taught in isolation. Grammar teaching consists of isolated mechanical tasks and exercises that are not an integral part of the content that is being worked with. Work on pronunciation and intonation is limited. Opportunities to develop oral language skills and to encourage students' oral participation are often missed. There is limited use of resources to promote cultural awareness.</i></p> <p><i>Where homework is assigned, it does not always follow on from the lesson. Feedback on class work and homework is given, but not always consistently. Student errors are corrected, but in an ad hoc manner. Student learner autonomy is fostered to a limited extent but students are not actively encouraged to take greater responsibility for their own learning.</i></p>

Area: Management of classroom learning - continued

Indicator	Illustrations of practice
Use of target language	<p>Level 4: Optimum practice</p> <p>The target language is used as the medium of instruction and for classroom communication in an optimal manner, appropriately to the level and circumstances of the particular learners.</p> <p><i>The teacher's use of the target language is consistently fluent, idiomatic and grammatically correct. There is extensive and sustained use of the target language as the language of instruction and communication. Classroom interactions demonstrate a good understanding of the target language by students. The target language is used in all aspects of the lesson. The teacher provides appropriate target language input in managing the lesson, in illustrating and explaining, and for spelling and grammatical terminology.</i></p> <p><i>The teacher supports students in their use of the target language, providing appropriate scaffolding through a variety of strategies including the display of key questions and expressions. Students are accustomed to the teacher's use of the target language. Students also use the target language in classroom discussions and group work.</i></p>
	<p>Level 2: Scope for development</p> <p>There is some use of the target language as the medium of instruction and for classroom communication, but the mother tongue is often used as a fall-back, even where the target language could be used with appropriate scaffolding.</p> <p><i>There is considerable variation in the use of the target language both between the teacher and the students and among the students. The teacher tries to use the target language as much as possible but the students' interactions are limited and they are not prepared to be challenged by the teacher's use of the target language. All important exchanges regarding explanations, tests and assignments are in the first language. Students are expected to use the foreign language to communicate in class but are not sufficiently supported through appropriate scaffolding such as the display of key questions and expressions. Students and the teacher fall back on the mother tongue to overcome a problem or to gain time or when engaged in pair work. Translation is the dominant methodology for checking comprehension and getting students to put into practice the linguistic strategies being taught. Students do not normally use the target language to communicate with the teacher or with one another. The students only speak the target language from prepared dialogues that are often written, but not in spontaneous speech.</i></p>

Area: Management of classroom learning - continued

Indicator	Illustrations of practice
Monitoring and assessment of student progress	<p>Level 4: Optimum practice</p> <p>Student progress is carefully monitored and assessment outcomes inform the teacher's review of lesson planning and teaching strategies.</p> <p><i>Assessment reflects the learning objectives as set out in the curriculum and the teacher's planning. All language skills are regularly assessed, using a range of formal and informal assessment modes. These include questioning in class, written quizzes, course tests, formal school examinations and the assignment of homework. Modes of assessment are taken into account in the teacher's planning.</i></p> <p><i>The teacher is skilled in adapting the exercises and questions to students' abilities to help them answer correctly. Students are given constructive feedback during the lesson. Assessment outcomes are communicated clearly to students. The Common European Framework of Reference is used to help students assess their own learning and development.</i></p> <p><i>Relevant homework is set and corrected and it is commented on by the teacher. Time is allocated in the lesson for a review of common errors in order to inform future learning. Regular tests are given and students keep a record of their progress. Records of class tests are entered into the student's journal and the teacher may also include comments. There is systematic recording of student attendance and attainment by the teacher and school reports are sent home regularly.</i></p> <p><i>Teachers set common examinations where feasible. There are formative and summative assessments of students' aural and oral competencies. Trial oral examinations are administered by a teacher other than the student's own. Assessment outcomes are communicated clearly to students. Results at class, group, school and municipal level are reviewed, compared against national norms and commented upon. Analysis of results informs school planning.</i></p> <hr/> <p>Level 2: Scope for development</p> <p>Student progress is monitored occasionally. Assessment outcomes inform the teacher's review of lesson planning and teaching strategies to a limited extent.</p> <p><i>Assessment does not always reflect the learning objectives as set out in the curriculum and the teacher's planning. Language skills are regularly assessed, using a limited range of assessment modes. They are based on the requirements of national examinations rather than on the acquisition and development of relevant linguistic skills. Students are unclear as to the relationship between school assessments and national programme requirements.</i></p> <p><i>Grammar and vocabulary are assessed more than aural or oral skills. Oral skills are not a feature of regular evaluation.</i></p> <p><i>Teachers do not provide appropriate assessments for different levels. Assessment outcomes are generally communicated to students. Students are rarely provided with a means of assessing their own learning and development through the use of the Common European Framework of Reference.</i></p> <p><i>While homework is assigned too great a proportion of class time is often spent correcting it. There is frequently no review of the common errors that were made, to provide a basis on which learning can take place.</i></p>

Area: Student learning and achievement

Indicator	Illustrations of practice
Student engagement in learning	<p>Level 4: Optimum practice</p> <p>Students come prepared for the lesson and are purposeful in their learning. They are enthusiastic about the language and culture.</p> <p><i>Students demonstrate: high levels of motivation and enthusiasm for learning; willing participation in tasks and activities; commitment to task completion and a strong willingness to communicate in the target language. They respond willingly to questions asked by the teacher and volunteer their own comments. Their responses suggest good comprehension of the target language and a clear understanding of what has been taught in previous lessons. Student interactions with the teacher and co-learners are characterised by respect and co-operation. Collaborative learning is a feature of the language classroom. Students participate in out-of-class activities related to the language and culture. Students consider the learning of European languages important.</i></p>
	<p>Level 2: Scope for development</p> <p>Some students come prepared for the lesson and there is some engagement with the lesson. They show some interest in the language and culture.</p> <p><i>Students demonstrate: varying degrees of motivation and enthusiasm for learning; apprehension about communicating in the target language; motivation by the examination rather than a desire to learn the language; some reluctance to participate in tasks and activities; a lack of total commitment to task completion. Lesson content does not interest students and closed exercises limit opportunities for students to communicate spontaneously in the target language. Student interactions with the teacher and co-learners are, in the main, characterised by respect and co-operation. Students work individually, with some efforts at collaboration in the language classroom. Some students participate in out-of-class activities related to the language and culture.</i></p>
Student ability to assess own progress and to reflect on learning	<p>Level 4: Optimum practice</p> <p>Students regularly reflect on their own linguistic and socio-cultural development.</p> <p><i>Students are encouraged to reflect on their own learning. Their progress is assessed qualitatively as well as quantitatively, in terms of skills development and transfer as well as results. They are developing as autonomous and independent learners. They have set learning targets for themselves in cooperation with the teacher, and evaluate their progress in relation to these targets. They seek answers and use higher-order thinking skills in their questioning, They are aware of their own limitations in relation to different targets, and are prepared to re-examine their strategies accordingly. Students are actively working with the European Language Portfolio (ELP) in the pursuit of greater learner autonomy.</i></p> <p>Level 2: Scope for development</p> <p>Students are not really concerned with their linguistic and socio-cultural development except in so far as it relates to examinations.</p> <p><i>Students are not aware of the possibility or not actively encouraged to reflect on their own learning and to become independent learners. Their learning targets are generally dictated by examinations and course books. They tend to be reactive, responding to questions rather than raising them. Most of the questions asked relate to seeking clarification rather than being part of a more reflective process. There are some opportunities to evaluate progress through discussion with the teacher but progress is in terms of results in periodic tests rather than skills acquisition or development. Students are proud of their progress but not always conscious of their needs or of the aims of the learning process. They may be aware of their own limitations in relation to different targets, but do not feel they are capable of taking responsibility for their own learning.</i></p>

Area: Student learning and achievement - continued

Indicator	Illustrations of practice
<p>Student communicative use of language and level of linguistic competence</p>	<p>Level 4: Optimum practice</p> <p>Students use the target language effectively and consistently at the appropriate level for transactional and communicative purposes in the classroom.</p> <p><i>Students have an adequate repertoire of linguistic structures and lexis to communicate effectively at an appropriate level and to complete most tasks. When in difficulties, they have a range of strategies to compensate. In their interactions, students demonstrate accurate use of the target language and sensitivity to social conventions of the target language community through correct use of register. Their use of language demonstrates good awareness of language as a linguistic system.</i></p> <p><i>The students demonstrate mastery of the learning targets for reading and writing as defined by the relevant curriculum and syllabus.</i></p>
	<p>Level 2: Scope for development</p> <p>Students demonstrate some success when using the target language for transactional and communicative purposes in the classroom.</p> <p><i>Not all students have an adequate repertoire of linguistic structures and lexis to communicate at an appropriate level and to complete tasks. Their range of strategies to compensate for limitations is very restricted. Their interactions are restricted by a lack of vocabulary or an over-emphasis on correct grammar and they demonstrate little awareness of social conventions of the target language community. Their use of language demonstrates limited awareness of language as a linguistic system.</i></p> <p><i>The students demonstrate a fair level of competence regarding the learning targets for reading and writing as defined by the relevant curriculum and syllabus.</i></p>