Detailed description of performance levels in English (6th grade):

Performance levels	What the students can do
Level 1	**The students can:** • Follow simple one-step written instructions with concrete visual outcomes (circle, tick, underline). • Locate and copy individual words or numbers accurately from a text to designated locations. • Locate and copy clearly stated basic facts (who, what, where, when) from very short, simple texts. • Identify and place basic information in structured formats such as calendars or simple schedules. • Understand simple spatial directions in written form (under, above, in specific boxes).
Level 2	In addition to what they can do at Level 1, **the students can**: • Locate and copy explicit facts from short, simple texts. • Locate and copy short supporting phrases or sentences that directly answer straightforward questions. • Identify basic story elements (who, what, where, when) in familiar narrative texts. • Answer straightforward multiple-choice questions by locating explicitly stated information. • Understand simple cause-and-effect relationships when they are clearly stated. • Identify basic literary devices such as rhyme in simple poetry.
Level 3	In addition to what they can do at levels 1 and 2, the **students can:** • Use context clues to identify the meaning of unfamiliar vocabulary in familiar topics (beginning A2-level inference). • Make simple inferences about story elements when supported by clear contextual clues. • Distinguish between factual information and clearly stated opinions in familiar texts.

	• Identify character motivations and feelings using explicit evidence from the text. • Locate and copy specific sentences from texts to support answers, and provide a basic explanation for the choice.
Level 4	In addition to what they can do at levels 1,2 and 3, **the students can:** • Paraphrase simple information in their own words rather than only copying. • Express and explain personal responses to texts with basic reasoning. • Make connections between information in the text and their own knowledge or experiences to state an opinion. • Understand an author's clearly stated opinions and viewpoints. • Give short justifications for their choices and opinions about texts.