



Framework for Learning Arabic as an Additional Language

Introduction

Over the years, the United Arab Emirates has accorded much attention to Arabic language. The UAE leaders have promoted the learning and using of Arabic language as they consider it a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions.

This framework represents an important step toward fulfilling the needs of learners of Arabic as an additional language. It is also consistent with UAE's National Agenda for 2021 with regards to the priority of improving the learning of Arabic language.

This framework focuses on enabling non-Arabic speakers who are learning Arabic to communicate in real life situations inside and outside school. This framework is based on the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), and based on international principles and expectations applied in the teaching of foreign languages to non-native speakers. The framework is also adapted to meet the UAE's aspirations in the teaching and learning of Arabic in a manner that suits the learners' capabilities and their learning environment. All private schools that do not adopt the Ministry of Education curriculum are expected to apply this framework.

This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). It links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.

This framework identifies three main fields for each level: general outcomes, language proficiency levels and performance indicators in each of the four language skills during the nine years of studying Arabic as an additional language.

The most distinguishing element of this framework is that it details the progress in language proficiency according to three key parameters: functions (to ask, inquire, narrate or describe), context and content (personal, social or general issues), and type and level of text (word, phrase, sentence or paragraph).

Accordingly, this framework constitutes an umbrella for learning Arabic as an additional language in private schools in the UAE and it is in line with the Ministry of Education requirements.

We hope this framework will contribute to encouraging schools and teachers to prepare and execute advanced study plans which include clear and practical tasks and activities, inside and outside the classroom, in line with the expectations of this framework.

Language Proficiency Levels

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
One Year	<ul style="list-style-type: none"> The listener can sometimes recognize single words or common expressions if these are in context. The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations. 	<ul style="list-style-type: none"> The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment. The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics. 	<ul style="list-style-type: none"> The reader can recognize a number of letters and vocalization markers. The reader can sometimes recognize some common words or often used phrases presented within a supporting context. 	<ul style="list-style-type: none"> The writer can copy familiar words and phrases using letters he learned. If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.
Two Years	<ul style="list-style-type: none"> The listener can recognize a number of words and common expressions in their context, and then understands them, including words derived from other languages. The listener may understand more than one expression at a time, and may need repetition to do so. 	<ul style="list-style-type: none"> The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired. The speaker can respond to direct questions using two or three words at a time, or using some memorized language. The speaker frequently pauses as he searches for simple words, or he repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue. 	<ul style="list-style-type: none"> The reader can recognize all letters of the alphabet in their different forms and placements in words. The reader can recognize a number of words and expressions within context, including words borrowed from other languages. The reader rarely understands more than a single sentence, and usually needs to reread. 	<ul style="list-style-type: none"> The writer can write a limited number of memorized words and phrases in a familiar context. He shows good accuracy when writing about several simple familiar topics. The writer can fill out official forms with simple limited personal information.
Three Years	<ul style="list-style-type: none"> The listener can often understand some information out of simple sentences (one sentence at 	<ul style="list-style-type: none"> The speaker can handle few uncomplicated communication tasks within simple social situations. 	<ul style="list-style-type: none"> The reader can easily and almost fully understand key words and words borrowed from foreign languages, as 	<ul style="list-style-type: none"> The writer can meet simple and limited practical needs, by writing lists, short messages and postcards.

	<p>a time) in personal and social contexts, supported with non-linguistic clues.</p> <ul style="list-style-type: none"> The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before. 	<ul style="list-style-type: none"> The speaker's conversation is limited to familiar and essential topics related to his personal life, direct environment, and interests and needs. The speaker can name basic things. The speaker can respond to simple and direct questions, or information requests with clear sentences, but cannot keep up the same level of performance at all times. The speaker can ask some memorized questions. The speaker can express personal information relying heavily on memorized phrases. He may construct his sentences using his own words or using the familiar language of the person he is conversing with. The speaker's conversation mostly comprises short sentences in the present tense. These are sometimes grammatically inaccurate. The speaker's mother tongue greatly affects his pronunciation, vocabulary and structure, which negatively influences the clarity of his message. 	<p>well as memorized expressions in a number of simple and short texts with clear context.</p> <ul style="list-style-type: none"> The reader can understand simple and predictable words, phrases and sentences in short using words he or she learned previously such as trains' schedule, road maps and traffic signs. The reader can usually understand the meaning of short simple texts that include key information using text sequencing and non-linguistic support 	<ul style="list-style-type: none"> The writer can express himself or herself and write about topics in everyday life relying mainly on memorized material. The writer is able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but he is not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer.
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YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Four Years	<ul style="list-style-type: none"> The listener can understand most of the information contained in sentences (one sentence at a time) expressing basic personal and social contexts. The listener shows simple ability to understand oral 	<ul style="list-style-type: none"> The speaker can successfully handle a limited number of simple communication tasks within simple social situations. The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These 	<ul style="list-style-type: none"> The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts. The reader at this level may encounter difficulties in 	<ul style="list-style-type: none"> The writer can express few practical needs and is able to create phrases and ask questions based on familiar material. The writer can create a limited number of sentences using memorized vocabulary and structures. These sentences are simple

	<p>texts composed of several sentences.</p>	<p>topics are related to basic personal information about self, family, home, daily activities, hobbies and favorite things. In addition, these may also incorporate topics related to ordering food at a restaurant and buying basic things from the market.</p> <ul style="list-style-type: none"> • The speaker can answer direct questions or respond to requests for information, however, he may falter. He can also pose few accurate questions appropriate to the context of the discourse. • The speaker can express personal information through constructing his own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person he is conversing with. • As the speaker searches for the appropriate vocabulary and structure, he hesitates in his talk and usually makes linguistic errors. • The speaker's talk is characterized by repeated periods of silence, unsuccessful re-wording and self-correction. • The speaker's pronunciation, vocabulary and structure are strongly affected by his mother tongue, however, he can convey intended meaning. • 	<p>understanding cohesive texts, regardless of length.</p>	<p>and short, and derived from conversations with others, and limited to the present tense. Content is related to familiar topics and personal information.</p> <ul style="list-style-type: none"> • The writer will makes predictable grammatical and spelling errors.
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YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Five Years	<ul style="list-style-type: none"> The listener can understand sentences (one sentence at a time) in several basic, personal and social contexts. His understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur. The listener can partially understand the meaning of oral texts, such as the main idea. 	<ul style="list-style-type: none"> The speaker can successfully engage in uncomplicated communication tasks related to simple social situations. His conversations are usually limited to familiar and essential topics in his life and community. The speaker can answer direct questions or respond to requests for information in a clear and accurate manner. When needed, the speaker can pose different questions to obtain simple information for some basic life essentials such as directions, price and services. The speaker can give certain information but encounters difficulties in connecting ideas, using the correct tense, verb conjugation, and other communication techniques such as clarification and elaboration. The speaker can express personal information and thoughts by formulating his own coherent sentences. His speech is interspaced with pauses, successful re-phrasing and self-correction, as he searches for the right words and appropriate linguistic structures to correctly convey meaning. 	<ul style="list-style-type: none"> The reader can understand short and simple texts that provide key information on personal and social topics. He or she might occasionally misunderstand such texts. At this level, the reader can partially understand short, and cohesive descriptive and narrative texts on familiar topics. 	<ul style="list-style-type: none"> The writer can meet an appropriate number of practical needs in writing, can communicate in writing with short and simple texts, and sentences appropriately connected about personal topics related to everyday life. Writing is in the present tense but may include references to other tenses. Writing style is very similar to oral discourse. . The writer shows signs of control over basic structure of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked.

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Six Years	<ul style="list-style-type: none"> The listener can easily and confidently understand simple and compound sentences (one sentence at a time) about basic personal and social topics. The listener demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details. 	<ul style="list-style-type: none"> The speaker can engage in conversations with appropriate level of fluency talking about usual topics and social situations. The speaker can successfully communicate in uncomplicated social situations that require simple exchange of information related to work, school, hobbies, special interests and personal expertise. The speaker can use many linguistic structures including different tenses, but cannot keep a consistent level of accuracy at all times. Mother tongue is still evident (mixing and borrowing words from mother tongue and using literal translations). There may be some gaps in his communication of ideas. 	<ul style="list-style-type: none"> The reader has a fair understanding of short non-complex texts presenting basic information about a variety of personal and social topics -with few gaps in comprehension. The reader can understand cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules. 	<ul style="list-style-type: none"> The writer can write a simple paragraph or summary about an experience at work or school. The writer shows some ability to write 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. The writer might commit a number of errors in tenses, which adversely affect clarity of writing. Some writings revert to vocabulary and structures from oral discourse.
YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Seven Years	<ul style="list-style-type: none"> The listener can understand the overall meaning in short texts that contain coherent sentences and different linguistic structures. The listener can generally understand the main facts and some details in narrative and descriptive texts composed of more than one paragraph. 	<ul style="list-style-type: none"> The speaker can easily and confidently discuss usual topics and social situations. The speaker succeeds in performing many communication tasks that demand the exchange of various information. The speaker can use various appropriate linguistic structures. The speaker can often narrate and describe things using all tenses at the paragraph level. 	<ul style="list-style-type: none"> The reader can completely and confidently understand short non-complex texts, and provides basic information about a variety of topics and social figures. The reader can understand interconnected narrative and description texts with rare gaps in comprehension. 	<ul style="list-style-type: none"> The writer can write a paragraph or a summary about a variety of topics. The writer shows ability to write narrative and descriptive texts in the present, past and future tenses when writing about daily events and circumstances; this narrative and descriptive text is one paragraph long. The writer might commit few errors in the use of tenses, which may

		<ul style="list-style-type: none"> The speaker encounters some difficulties while narrating or describing, as he sometimes mistakes the use of appropriate tense, or may not be able to deliver a coherent paragraph due to lack of appropriate breadth of vocabulary. 		adversely affect clarity. The writer will often resort to using vocabulary and structures from oral discourse.
YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Eight Years	<ul style="list-style-type: none"> The listener can understand the meaning in narrative and descriptive texts composed of more than one paragraph, and organized in clear and coherent linguistic structures. The listener can understand the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content. 	<ul style="list-style-type: none"> The speaker can successfully communicate in most informal conversations and a limited number of formal conversations related to work, current news, and topics of general and social interest. The speaker shows ability to narrate and describe using all tenses, present, past and future at the paragraph level. The speaker generally commits some errors in verb conjugation and grammatical structure while talking. The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts. The speaker can participate in dialogues using appropriately correct, clear and precise linguistic structures to convey desired message. 	<ul style="list-style-type: none"> The reader can understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content. The reader can clearly understand the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them. 	<ul style="list-style-type: none"> The writer can write narrative and descriptive texts using all tenses and a variety of linguistic structures. Paragraphs are cohesive in terms of structure and clarity of meaning and use of a variety connectors, but paragraphs may not be lengthy. The writer may resort to excessive inappropriate repetition, and may sometimes resort to using oral and written patterns used in mother tongue.

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Nine Years	<ul style="list-style-type: none"> The listener can understand extended descriptive texts including detailed descriptions of people, places and other things, and narrative texts that relate events in the past, present and future. The speech is usually constructed in familiar linguistic structures. The listener can understand the main idea and most supporting details. 	<ul style="list-style-type: none"> The speaker can easily and confidently perform many communication tasks and can actively participate in most informal discussions and some formal ones. The speaker shows ability to narrate and describe using all tenses. While narrating and/or describing, the speaker can coherently link main ideas and supporting details on the paragraph level. The speaker can easily and successfully handle linguistic complications as a result of unexpected turns in a normal or usually familiar dialogue or communication task. The speaker is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures. The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. 	<ul style="list-style-type: none"> The reader can understand long texts on familiar and unfamiliar topics related to personal, general and specialized interests. The reader can understand narrative and descriptive texts in multiple paragraphs such as detailed descriptions of people, places and things, and narratives about events in all tenses. The reader can understand the main idea, facts and multiple details. The reader can comprehension derives not only form context and knowledge of topic, but also from the reader's own knowledge of the language itself 	<ul style="list-style-type: none"> The writer can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time. Writing includes a variety of linking words and is composed of more than one paragraph. Writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. Writing is sometimes similar to oral discourse.

Listening Skill

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Listening Skill

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Listening	The listener can recognize common memorized words and expressions upon hearing them.	<ul style="list-style-type: none"> The listener can sometimes recognize single words or common expressions if these are in context. The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can sometimes recognize the letter sounds which he learned in the context of familiar words. The student can sometimes understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture. The student can understand common greetings. The student can recognize some color names. The student can count from one to ten. The student knows some types of food.
Two Years	Listening	The listener can recognize a number of familiar words and expressions upon hearing them.	<ul style="list-style-type: none"> The listener can recognize a number of words and common expressions in their context, and then understands them, including words derived from other languages. The listener may understand more than one expression at a time, and may need repetition to do so. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand different greetings and the occasions they are used in. The student can understand vocabulary and expressions of thankfulness as expressed by others. The student can understand simple expressions used by others to introduce themselves. The student can understand a question about somebody else's name.

			<ul style="list-style-type: none"> ○ The student can understand the names of the days of the week and the times of a day. ○ The student can recognize the names of the seven Emirates. ○ The student can recognize some body parts. ○ The student can recognize some simple and common expressions about the weather.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Listening	The listener can often understand simple words, expressions and sentences related to daily life. The listener can also understand limited information within an oral discourse, and the general idea sometimes.	<ul style="list-style-type: none"> • The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with non-linguistic clues. • The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can differentiate between interrogative and informative sentences. ○ The student can understand questions about his age, address, and hobbies. ○ The student can understand some simple questions and statements about his family, friends and classmates. ○ The student can understand weather conditions with the help of pictures or video clips. ○ The student can understand some tangible descriptions related to a photo or a drawing. ○ The student can recognize whether the conversation is about him or about someone else. ○ The student can sometimes understand road directions to reach a certain destination. ○ The student can understand a simple conversation between a seller and a buyer.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Listening	The listener can understand the general idea of simple texts, presentations and short conversations about familiar topics.	<ul style="list-style-type: none"> The listener can understand most of the information contained in sentences (one sentence at a time) expressing basic personal and social contexts. The listener shows simple ability to understand oral texts composed of several sentences. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand the timeframe set by the teacher to complete homework. The student can understand questions related to his study schedule or other types of schedules. The student can understand questions about likes and dislikes. The student can understand simple messages of praise and congratulation. The student can understand the general message in an audible announcement. The student can understand the time and the place of an event. The student can distinguish between the acceptance and the decline of an invitation in an oral discourse. The student can understand clear and repeated airport announcements about time of landing and departure and the boarding gate number.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Listening	The listener can understand the general idea of short and simple texts and presentations about topics related to daily life, personal interests, and studies.	<ul style="list-style-type: none"> The listener can understand sentences (one sentence at a time) in several basic, personal and social contexts. His understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur. The listener can partially understand the meaning of oral texts, such as the main idea. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand basic information contained in audio-visual commercials. The student can understand questions and dialogues in audio-visual materials posted on social networks. The student can understand basic information in a recorded message

				<ul style="list-style-type: none"> ○ about the life of one of his classmates. ○ The student can understand basic information about the time and place of a meeting or an event, and differentiates between postponement and cancellation.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Listening	The listener can easily understand the main idea and a few details of texts and presentations on several topics related to daily life, personal interests, and studies.	<ul style="list-style-type: none"> • The listener can easily and confidently understand simple and compound sentences (one sentence at a time) about basic personal and social topics. • The listener demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. ○ The student can understand a tourist guide in his illustrations about the history of a place and its main monuments. ○ The student can understand the main idea and few details related to general safety instructions in an audio material.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Listening	The listener can understand the main idea, and some supporting details in familiar and unfamiliar dialogues. The listener can sometimes understand the meaning contained in texts that describe different events and experiences.	<ul style="list-style-type: none"> • The listener can understand the overall meaning in short texts that contain coherent sentences and different linguistic structures. • The listener can generally understand the main facts and some details in narrative and descriptive texts composed of more than one paragraph. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand some details in an official warning related to expected crisis or serious conditions. ○ The student can understand oral messages from a friend or a classmate talking about past events and potential future results. ○ The student can understand information related to time and place of a meeting or event and any future changes to this information.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Listening	The listener can understand the main idea and several supporting details in organized dialogues about several personal and general topics, and in extended narrative and descriptive texts.	<ul style="list-style-type: none"> The listener can understand the meaning in narrative and descriptive texts composed of more than one paragraph, and organized in clear and coherent linguistic structures. The listener can understand the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand presentations about famous historical figures and contemporary ones. The student can understand oral conversations or messages talking about arrangements for a planned meeting or a trip. The student can differentiate between the characteristics of different tourist destinations in audio-visual materials. The student can understand short stories and some excerpts of books, speeches and summaries covering several topics.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Listening	The listener can understand the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts.	<ul style="list-style-type: none"> The listener can understand extended descriptive texts including detailed descriptions of people, places and other things, and narrative texts that relate events in the past, present and future. The speech is usually constructed in familiar linguistic structures. The listener can understand the main idea and most supporting details. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand detailed instructions from the teacher about performing a certain assignment. The student can understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. The student can understand televised interviews with public figures. The student can understand summaries about the achievements of a leader, such as UAE leaders. The student can understand internet clips of tours in a museum, city or university. The student can understand the content of an oral message

				recorded by a friend or an acquaintance relating previous experiences.
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Speaking Skill

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Speaking Skill

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Speaking	The speaker can communicate about a limited number of very familiar topics using single words or memorized expressions.	<ul style="list-style-type: none"> The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment. The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can greet others and introduce himself. The student can answer a few simple questions. The student repeats previously learned vocabulary and expressions such as numbers, week days, months and seasons. The student can name some places, persons and things previously learned. The student can sing some chants and short songs.
Two Years	Speaking	The speaker can communicate about some very familiar topics, using various memorized and common words and expressions.	<ul style="list-style-type: none"> The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired. The speaker can respond to direct questions using two or three words at a time, or using some memorized language. The speaker frequently pauses as he searches for simple words, or he repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can greet others and can excuse himself. The student can introduce himself and others. The student can provide basic information about himself and his acquaintances. The student can answer simple questions regarding his likes and dislikes, or regarding his current and past activities. The student can ask simple and direct questions using who, what, when and where. The student can talk about some simple things in his daily life and in his direct environment, such school and home.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Speaking	The speaker can communicate and exchange information about familiar topics, using memorized or his own simple phrases and sentences. The speaker can usually interact in daily social situations using simple short questions and answers.	<ul style="list-style-type: none"> • The speaker can handle few uncomplicated communication tasks within simple social situations. • The speaker's conversation is limited to familiar and essential topics related to his personal life, direct environment, and interests and needs. The speaker can name basic things. • The speaker can respond to simple and direct questions, or information requests with clear sentences, but cannot keep up the same level of performance at all times. • The speaker can ask some memorized questions. • The speaker can express personal information relying heavily on memorized phrases. He may construct his sentences using his own words or using the familiar language of the person he is conversing with. • The speaker's conversation mostly comprises short sentences in the present tense. These are sometimes grammatically inaccurate. • The speaker's mother tongue greatly affects his pronunciation, vocabulary and structure, which negatively influences the clarity of his message. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can exchange some personal information with others such as address, email, nationality, and information about family members and friends. ○ The student can talk or ask about familiar things in a photo. ○ The student can talk or ask about the weather conditions aided by a weather map. ○ The student can ask and answer simple questions about date, time and place for a meeting or an appointment. ○ The student can ask about directions and can give directions to others about a certain destination. ○ The student can invite others, and can accept or reject invitations. ○ The student can interact while ordering food or purchasing certain needed items. ○ The student can describe family, friends and school. ○ The speaker can briefly describe events or short familiar experiences. ○ The student can give simple instructions to prepare or make something. ○ The student can present simple information concerning learned topics such as an experiment in a science lab or experiences in other subjects at school.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Speaking	<p>The speaker can engage in conversations about a number of familiar topics using simple sentences. The speaker can also handle uncomplicated daily social situations using some simple questions and answers.</p>	<ul style="list-style-type: none"> • The speaker can successfully handle a limited number of simple communication tasks within simple social situations. • The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These topics are related to basic personal information about self, family, home, daily activities, hobbies and favorite things. In addition, these may also incorporate topics related to ordering food at a restaurant and buying basic things from the market. • The speaker can answer direct questions or respond to requests for information, however, he may falter. He can also pose few accurate questions appropriate to the context of the discourse. • The speaker can express personal information through constructing his own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person he is conversing with. • As the speaker searches for the appropriate vocabulary and structure, he hesitates in his talk and usually makes linguistic errors. • The speaker's talk is characterized by repeated periods of silence, unsuccessful re-wording and self-correction. • The speaker's pronunciation, vocabulary and structure are strongly affected by his mother tongue, however, he can convey intended meaning. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine. ○ The student can ask for help, make hotel or restaurant reservations, or arrange transportation. ○ The student can describe favorite people, events, famous landmarks and popular places. ○ The student can express his needs and desires which are related to his school and daily life. ○ The student can give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday. ○ The student can talk about his favorite programs or famous figures.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Speaking	The speaker can participate in conversations about familiar topics using a series of sentences. The speaker can also deal with daily social situations using several questions and a variety of answers. The speaker can usually express all that he wants to say about himself and his daily life. The speaker can put oral presentations about a number of familiar topics using a series of connected sentences.	<ul style="list-style-type: none"> The speaker can successfully engage in uncomplicated communication tasks related to simple social situations. His conversations are usually limited to familiar and essential topics in his life and community. The speaker can answer direct questions or respond to requests for information in a clear and accurate manner. When needed, the speaker can pose different questions to obtain simple information for some basic life essentials such as directions, price and services. The speaker can give certain information but encounters difficulties in connecting ideas, using the correct tense, verb conjugation, and other communication techniques such as clarification and elaboration. The speaker can express personal information and thoughts by formulating his own coherent sentences. His speech is interspaced with pauses, successful re-phrasing and self-correction, as he searches for the right words and appropriate linguistic structures to correctly convey meaning. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The speaker can start and finish a conversation, and can ask for information and details. The speaker can conduct an interview with another person. The student can talk about his daily routines, hobbies and personal interests. The student can give the reasons behind his personal choices. The student can give information and details about past and planned activities. The speaker can talk about other countries, events, and historical figures. The student can speak about a past personal experience or something he learned.
Six Years	Speaking	The speaker can engage in conversations about familiar topics with a reasonable fluency. The speaker can handle uncomplicated daily social situations. He begins to use simple structures and different tenses. The speaker can give organized oral presentations about his life and school.	<ul style="list-style-type: none"> The speaker can engage in conversations with appropriate level of fluency talking about usual topics and social situations. The speaker can successfully communicate in uncomplicated social situations that require simple exchange of information related to work, school, hobbies, special interests and personal expertise. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. The student can pose questions and formulate answers about places he visited or plans to visit.

			<ul style="list-style-type: none"> The speaker can use many linguistic structures including different tenses, but cannot keep a consistent level of accuracy at all times. Mother tongue is still evident (mixing and borrowing words from mother tongue and using literal translations). There may be some gaps in his communication of ideas. 	<ul style="list-style-type: none"> The student can give information about his family history or talk about his future profession. The student can request postponement of an appointment and explain why. The student can return previously purchased items and explain why. The student can use original expressions to explain something, or to ask about the steps to do something. The student can explain the essential steps to accomplish something at school or in his daily life. The student can give an oral presentation about an influential leader.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Speaking	The speaker can easily and confidently participate in conversations about familiar topics, and can handle daily social situations that are somewhat complicated. The speaker can also narrate events and experiences using different tenses, and can describe persons, places and things. He can also give organized oral presentations about work, society and topics that he has researched.	<ul style="list-style-type: none"> The speaker can easily and confidently discuss usual topics and social situations. The speaker succeeds in performing many communication tasks that demand the exchange of various information. The speaker can use various appropriate linguistic structures. The speaker can often narrate and describe things using all tenses at the paragraph level. The speaker encounters some difficulties while narrating or describing, as he sometimes mistakes the use of appropriate tense, or may not be able to deliver a coherent paragraph due to lack of appropriate breadth of vocabulary. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society, and can answer questions about the same. The student can discuss with his classmates plans for a trip or an event. The student can give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. The student can give a briefing about a cultural, historical or a sporting event.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Speaking	The speaker can engage in conversations about familiar topics beyond his daily life. He can handle various and somewhat complicated social situations. He can narrate events and experiences in some details using different tenses. The speaker can describe people, places and things with appropriate details. The speaker can give organized oral presentations about various issues.	<ul style="list-style-type: none"> • The speaker can successfully communicate in most informal conversations and a limited number of formal conversations related to work, current news, and topics of general and social interest. • The speaker shows ability to narrate and describe using all tenses, present, past and future at the paragraph level. • The speaker generally commits some errors in verb conjugation and grammatical structure while talking. • The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts. • The speaker can participate in dialogues using appropriately correct, clear and precise linguistic structures to convey desired message. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. ○ The student can distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. ○ The student can talk about solving unexpected problems he faced, such as absence from school due to an emergency. ○ The student can conduct or participate in formal interviews. ○ The student can give an oral presentation about the importance of certain social, cultural or national events. ○ The student can give a promotional presentation for a certain event or product.
Nine Years	Speaking	The speaker can talk about familiar topics and usual experiences and events in a clear and detailed manner using various tenses. The speaker can also express his view point while discussing with others a number of issues.	<ul style="list-style-type: none"> • The speaker can easily and confidently perform many communication tasks and can actively participate in most informal discussions and some formal ones. • The speaker shows ability to narrate and describe using all tenses. • While narrating and/or describing, the speaker can coherently link main ideas and supporting details on the paragraph level. • The speaker can easily and successfully handle linguistic complications as a result of unexpected turns in a normal or 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future plans and the difficulties he is facing in his studies. ○ The student can exchange information about topics not within his usual realm of interest, such as the characteristics of his community,

			<p>usually familiar dialogue or communication task.</p> <ul style="list-style-type: none">• The speaker is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures.• The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity.	<p>major environmental issues, tourism and work.</p> <ul style="list-style-type: none">○ The student can confidently express in details his views and thoughts about different issues.○ The student can express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behavior from teenagers.
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Reading Skill

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Reading Skill

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Reading	The reader can recognize a number of letters and vocalization markers, and some words and phrases he learned.	<ul style="list-style-type: none"> The reader can recognize a number of letters and vocalization markers. The reader can sometimes recognize some common words or often used phrases presented within a supporting context. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can spell a few names and simple words. The reader can link single words with related images. The student can link some words and expressions he learned with related meanings such as city names on a map or the names of a few dishes on a menu.
Two Years	Reading	The reader can recognize all letters and vocalization markers and a number of words and phrases he learned.	<ul style="list-style-type: none"> The reader can recognize all letters of the alphabet in their different forms and placements in words. The reader can recognize a number of words and expressions within context, including words borrowed from other languages. The reader rarely understands more than a single sentence, and usually needs to reread. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can recognize some words and expressions with the use of visual aids such as entrance and exit signs. The student can recognize words referring to family members such as father and grandfather, etc. The student can recognize the names of different healthy food such as fruits and vegetables. The student can read and understand words from daily "to do" or shopping lists. The student can read and understand signs and display boards, such as those at supermarkets, in the street and in magazines. The student can read and understand the daily school schedule (names of study subjects).

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Reading	The reader can understand familiar words, expressions and sentences in short simple texts related to daily life. The reader can understand some key information in such texts.	<ul style="list-style-type: none"> The reader can easily and almost fully understand key words and words borrowed from foreign languages, as well as memorized expressions in a number of simple and short texts with clear context. The reader can understand simple and predictable words, phrases and sentences in short using words he or she learned previously such as train's schedule, road maps and traffic signs. The reader can usually understand the meaning of short simple texts that include key information using text sequencing and non-linguistic support 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand key information in an advertisement. The student can determine the main purpose of a printed advertisement. The student can understand simple information in a text message from a friend. The student can understand a simple comment describing a certain picture. The student can understand the categories on a diagram/chart. The student can distinguish different greeting messages on postcards. The student can recognize city locations on a map. The student can understand public transportation schedule. The student can understand the working hours of businesses. The student can understand the labels on recycling bins.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Reading	The reader can understand some information and some details in short and simple texts when the topic is familiar.	<ul style="list-style-type: none"> The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts. The reader at this level may encounter difficulties in understanding cohesive texts, regardless of length. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand email from a friend about his interests and daily routines. The student can understand a friend's posts on Facebook. The reader can understand a friend's letter about an event. The student can understand a text accepting or rejecting an invitation. The student can recognize some required information on a formal

				<p>form, such as those I.D form, participation in a draw or hotel reservations.</p> <ul style="list-style-type: none"> ○ The student can understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Reading	The reader can understand key information in short texts related to everyday life or personal and academic interests.	<ul style="list-style-type: none"> • The reader can understand short and simple texts that provide key information on personal and social topics. He or she might occasionally misunderstand such texts. • At this level, the reader can partially understand short, and cohesive descriptive and narrative texts on familiar topics. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand simple personal questions, such as those found in surveys, or for online website registration. ○ The student can understand information found in various invitations to different occasions. ○ The student can understand information found in a commercial advertisement or a tourist pamphlet/guide. ○ The student can understand key information in menus. ○ The student can understand what is posted in forums on familiar topics. ○ The student can understand the contents of postcards from friends. ○ The student can understand basic information found in personal messages exchanged on social media sites. ○ The student can understand key information found in an interview with a celebrity. ○ The reader can identify some events in a narrative text or simple short story. ○ The student can identify some descriptions in short texts about a person, a place or a thing.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Reading	The reader can understand most information and details in texts related to daily life, personal interests and studies. The reader can sometimes understand short narrative and descriptive texts.	<ul style="list-style-type: none"> The reader has a fair understanding of short non-complex texts presenting basic information about a variety of personal and social topics -with few gaps in comprehension. The reader can understand cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand texts about a summer trip or a work-related event. The student can understand written descriptions on postcards received from a friend about a family vacation. The student can understand instructions to use ATM machine. The student can understand the news in the papers related to a public social event. The student can understand most events in narrative texts or short stories. The student can understand most information found in publications about tourist attractions.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Reading	The reader can easily and confidently understand information and details in texts related to daily life, personal interests and studies. The reader can understand cohesive narratives and descriptive texts.	<ul style="list-style-type: none"> The reader can completely and confidently understand short non-complex texts, and provides basic information about a variety of topics and social figures. The reader can understand interconnected narrative and description texts with rare gaps in comprehension. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand instructions for online shopping. The student can follow simple instructions to conduct a science experiment in class. The student can understand a brief summary of the achievements of a historical figure. The student can understand all ideas in a text describing a scientific discovery or a historical event or a sporting event.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Reading	The reader can understand the main idea and supporting details in texts about personal and general	<ul style="list-style-type: none"> The reader can understand narrative and descriptive texts comprised of more than one paragraph, can understand main 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list.

		interests. The reader can understand relatively long narrative and descriptive texts using different tenses.	<p>idea and supporting details. Comprehension is derived mainly from knowledge of context and content.</p> <ul style="list-style-type: none"> The reader can clearly understand the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them. 	<ul style="list-style-type: none"> The student can find and use information for practical purposes such as reading about a certain event and deciding whether to attend or not. The student can understand a blog about travel and use the information to plan a trip. The student can understand the rules related to absenteeism and sick leave. The student can compare information about different restaurants and choose the most suitable one. The student can compare between various extra-curricular activities and chooses those that match own interests. The student can understand the main idea and details in government job description. The student can understand an article about changes caused by technology over the past twenty years. The student can follow written instructions, such as directions and steps to prepare certain dishes (recipe).
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Reading	The reader can understand the main idea and supporting details on a variety of familiar and unfamiliar topics. The reader can understand narrative and descriptive texts in multiple paragraphs having different tenses.	<ul style="list-style-type: none"> The reader can understand long texts on familiar and unfamiliar topics related to personal, general and specialized interests. The reader can understand narrative and descriptive texts in multiple paragraphs such as detailed descriptions of people, places and things, and narratives about events in all tenses. The reader can understand the main idea, facts and multiple details. The reader can comprehend derives not only 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand the main idea and details of various stories and biographies. The student can understand the different elements in stories. The student can understand short online biographies. The student can understand news reports on local activities or events. The student can understand details in a police report on a recent crime.

			form context and knowledge of topic, but also from the reader's own knowledge of the language itself	<ul style="list-style-type: none">○ The student can understand details in articles about a sports or cultural events.○ The student can understand details of a message explaining someone's absence from an important meeting.○ The student can understand detailed descriptions of a training or voluntary experience.
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Writing Skill

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Writing Skill

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Writing	The writer can copy some familiar letters, words and phrases.	<ul style="list-style-type: none"> The writer can copy familiar words and phrases using letters he learned. If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can copy letters, words and phrases he or she learned in class. The student can write his or her name, home address, date, name of days and seasons. The student can write words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Two Years	Writing	The writer can write memorized lists and phrases about familiar topics.	<ul style="list-style-type: none"> The writer can write a limited number of memorized words and phrases in a familiar context. He shows good accuracy when writing about several simple familiar topics. The writer can fill out official forms with simple limited personal information. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can fill out simple forms with some basic personal information such as name, date of birth and nationality. The student can write about himself/herself, using previously learned sentences and phrases. The student can write lists including likes and dislikes, such as school subjects, sports and activities. The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes. The student can write simple sentences about where he or she live. The student can create simple lists for multiple purposes. The student can write simple phrases about weekend activities.

				<ul style="list-style-type: none"> ○ The writer can write down simple information when he or she listens to a class activity or a short conversation.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Writing	The writer can write short and simple texts and comments about familiar everyday topics.	<ul style="list-style-type: none"> • The writer can meet simple and limited practical needs, by writing lists, short messages and postcards. • The writer can express himself or herself and write about topics in everyday life relying mainly on memorized material. • The writer is able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but he is not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write simple sentences to describe himself or herself, family, friends and school. ○ The student can write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards. ○ The student can write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. ○ The student can write a few sentences about a topic he or she learned in class with the help of some images. ○ The student can write a request for some basic information such as asking for an appointment with a professor or a colleague or for a certain service.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Writing	The writer can write short, simple texts on familiar topics, and can present information using a series of simple sentences.	<ul style="list-style-type: none"> • The writer can express few practical needs and is able to create phrases and ask questions based on familiar material. • The writer can create a limited number of sentences using memorized 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. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write information about people he or she knows such as a describing their appearance and some personality traits. ○ The student can write simple information about a familiar place, such as school, home or city. ○ The student can write about an occasion, holiday or celebration.

			<ul style="list-style-type: none"> The writer will makes predictable grammatical and spelling errors. 	<ul style="list-style-type: none"> The student can write brief notes on an oral presentation he will deliver. The student can write about topics of personal interest such as a favorite movie or celebrity. The student can write instructions on how to prepare or make something as preparing a certain dish.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Writing	The writer can write about a broader range of familiar topics, using sentences at the appropriate degree of cohesion.	<ul style="list-style-type: none"> The writer can meet an appropriate number of practical needs in writing, can communicate in writing with short and simple texts, and sentences appropriately connected about personal topics related to everyday life. Writing is in the present tense but may include references to other tenses. Writing style is very similar to oral discourse. . The writer shows signs of control over basic stricter of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write a message explaining something. The student can write about public events and daily routine. The student can write personal details in order to enter a contest or enroll in a program. The student can write invitation to an event they are organizing. The student can write a few sentences about something he or she learned. The student can write a simple summary about a book, movie or event.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Writing	The writer can write on topics related to work, study and will begin to increasingly use different tenses.	<ul style="list-style-type: none"> The writer can write a simple paragraph or summary about an experience at work or school. The writer shows some ability to write 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. The writer might commit a number of errors in tenses, which adversely affect clarity of writing. Some writings 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write a simple report about something he or she learned. The student can write a series of steps to complete a task, such as an experiment in a lab. The student can write content for a presentation. The student can write a simple summary about a task or a trip.

		revert to vocabulary and structures from oral discourse.		
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Writing	The writer can write about various topics, including events, experiences and topics related to his or her immediate environment, using different tenses and shows ability to produce a connected and organized text.	<ul style="list-style-type: none"> The writer can write a paragraph or a summary about a variety of topics. The writer shows ability to write narrative and descriptive texts in the present, past and future tenses when writing about daily events and circumstances; this narrative and descriptive text is one paragraph long. The writer might commit few errors in the use of tenses, which may adversely affect clarity. The writer will often resort to using vocabulary and structures from oral discourse. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write a summary of a research that he performed. The student can write the content of a presentation with supporting details about a variety of topics related to his or her community. The student can write a series of steps needed to accomplish a community-based task such as fundraising for a certain cause. The student can write a narrative account of the most prominent events that were of interest to his community. The student can write a summary of a conversation or an interview conducted by him or her or someone else. The student can write a summary of movie or a story they saw or heard.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Writing	The writer can write on academic, specialized and general topics. The writer can also express experiences and events using different tenses, and using connected (cohesive) and organized paragraphs.	<ul style="list-style-type: none"> The writer can write narrative and descriptive texts using all tenses and a variety of linguistic structures. Paragraphs are cohesive in terms of structure and clarity of meaning and use of a variety connectors, but paragraphs may not be lengthy. The writer may resort to excessive inappropriate repetition, and may sometimes resort to using oral and written patterns used in mother tongue. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write and review an essay prepared as part of homework. The writer can write and review resume to apply for a university, or get a job or training. The student can write a diary, using some social media channels. The student can write an essay about an event or a project in the context of his or her school or community.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Writing	The writer can write on a wide range of academic, specialized, and general topics. The writer can also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.	<ul style="list-style-type: none"> • The writer can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time. • Writing includes a variety of linking words and is composed of more than one paragraph. • Writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. • Writing is sometimes similar to oral discourse. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write an article for a newspaper or magazine on a general topic. ○ The student can create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ○ The student can write promotional leaflets for products or events, or a variety of services. ○ The student can write an essay about the history of his or her family or community.

- The student can write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

First Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – First Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Listening	The listener can recognize common memorized words and expressions upon hearing them.	<ul style="list-style-type: none"> The listener can sometimes recognize single words or common expressions if these are in context. The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can sometimes recognize the letter sounds which he learned in the context of familiar words. The student can sometimes understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture. The student can understand common greetings. The student can recognize some color names. The student can count from one to ten. The student knows some types of food.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Speaking	The speaker can communicate about a limited number of very familiar topics using single words or memorized expressions.	<ul style="list-style-type: none"> The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment. The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can greet others and introduce himself. The student can answer a few simple questions. The student repeats previously learned vocabulary and expressions such as numbers, week days, months and seasons. The student can name some places, persons and things previously learned. The student can sing some chants and short songs.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Reading	The reader can recognize a number of letters and vocalization markers, and some words and phrases he learned.	<ul style="list-style-type: none"> The reader can recognize a number of letters and vocalization markers. The reader can sometimes recognize some common words or often used phrases presented within a supporting context. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can spell a few names and simple words. The reader can link single words with related images. The student can link some words and expressions he learned with related meanings such as city names on a map or the names of a few dishes on a menu.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
One Year	Writing	The writer can copy some familiar letters, words and phrases.	<ul style="list-style-type: none"> The writer can copy familiar words and phrases using letters he learned. If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can copy letters, words and phrases he or she learned in class. The student can write his or her name, home address, date, name of days and seasons. The student can write words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings.

Second Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Second Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Two Years	Listening	The listener can recognize a number of familiar words and expressions upon hearing them.	<ul style="list-style-type: none"> The listener can recognize a number of words and common expressions in their context, and then understands them, including words derived from other languages. The listener may understand more than one expression at a time, and may need repetition to do so. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand different greetings and the occasions they are used in. The student can understand vocabulary and expressions of thankfulness as expressed by others. The student can understand simple expressions used by others to introduce themselves. The student can understand a question about somebody else's name. The student can understand the names of the days of the week and the times of a day. The student can recognize the names of the seven Emirates. The student can recognize some body parts. The student can recognize some simple and common expressions about the weather.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Two Years	Speaking	The speaker can communicate about some very familiar topics, using various memorized and common words and expressions.	<ul style="list-style-type: none"> The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired. The speaker can respond to direct questions using two or three words at a time, or using some memorized language. The speaker frequently pauses as he searches for simple words, or he 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can greet others and can excuse himself. The student can introduce himself and others. The student can provide basic information about himself and his acquaintances.

			repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue.	<ul style="list-style-type: none"> ○ The student can answer simple questions regarding his likes and dislikes, or regarding his current and past activities. ○ The student can ask simple and direct questions using who, what, when and where. ○ The student can talk about some simple things in his daily life and in his direct environment, such school and home. ○ The student can present simple learned information such as places, celebrations, animals and colors.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Two Years	Reading	The reader can recognize all letters and vocalization markers and a number of words and phrases he learned.	<ul style="list-style-type: none"> • The reader can recognize all letters of the alphabet in their different forms and placements in words. • The reader can recognize a number of words and expressions within context, including words borrowed from other languages. • The reader rarely understands more than a single sentence, and usually needs to reread. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can recognize some words and expressions with the use of visual aids such as entrance and exit signs. ○ The student can recognize words referring to family members such as father and grandfather, etc. ○ The student can recognize the names of different healthy food such as fruits and vegetables. ○ The student can read and understand words from daily "to do" or shopping lists. ○ The student can read and understand signs and display boards, such as those at supermarkets, in the street and in magazines. ○ The student can read and understand the daily school schedule (names of study subjects).

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Two Years	Writing	The writer can write memorized lists and	<ul style="list-style-type: none"> • The writer can write a limited number of memorized words and phrases in a familiar context. He shows good 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list.

		<p>phrases about familiar topics.</p>	<p>accuracy when writing about several simple familiar topics.</p> <ul style="list-style-type: none"> • The writer can fill out official forms with simple limited personal information. 	<ul style="list-style-type: none"> ○ The student can fill out simple forms with some basic personal information such as name, date of birth and nationality. ○ The student can write about himself/herself, using previously learned sentences and phrases. ○ The student can write lists including likes and dislikes, such as school subjects, sports and activities. ○ The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes. ○ The student can write simple sentences about where he or she live. ○ The student can create simple lists for multiple purposes. ○ The student can write simple phrases about weekend activities. ○ The writer can write down simple information when he or she listens to a class activity or a short conversation.
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Third Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Third Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Listening	The listener can often understand simple words, expressions and sentences related to daily life. The listener can also understand limited information within an oral discourse, and the general idea sometimes.	<ul style="list-style-type: none"> The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with non-linguistic clues. The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can differentiate between interrogative and informative sentences. The student can understand questions about his age, address, and hobbies. The student can understand some simple questions and statements about his family, friends and classmates. The student can understand weather conditions with the help of pictures or video clips. The student can understand some tangible descriptions related to a photo or a drawing. The student can recognize whether the conversation is about him or about someone else. The student can sometimes understand road directions to reach a certain destination. The student can understand a simple conversation between a seller and a buyer.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Speaking	The speaker can communicate and exchange information about familiar topics, using memorized or his own simple phrases and sentences. The speaker can usually interact in daily social situations using	<ul style="list-style-type: none"> The speaker can handle few uncomplicated communication tasks within simple social situations. The speaker's conversation is limited to familiar and essential topics related to his personal life, direct environment, and interests and needs. The speaker can name basic things. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can exchange some personal information with others such as address, email, nationality, and information about family members and friends.

		simple short questions and answers.	<ul style="list-style-type: none"> • The speaker can respond to simple and direct questions, or information requests with clear sentences, but cannot keep up the same level of performance at all times. • The speaker can ask some memorized questions. • The speaker can express personal information relying heavily on memorized phrases. He may construct his sentences using his own words or using the familiar language of the person he is conversing with. • The speaker's conversation mostly comprises short sentences in the present tense. These are sometimes grammatically inaccurate. • The speaker's mother tongue greatly affects his pronunciation, vocabulary and structure, which negatively influences the clarity of his message. 	<ul style="list-style-type: none"> ○ The student can talk or ask about familiar things in a photo. ○ The student can talk or ask about the weather conditions aided by a weather map. ○ The student can ask and answer simple questions about date, time and place for a meeting or an appointment. ○ The student can ask about directions and can give directions to others about a certain destination. ○ The student can invite others, and can accept or reject invitations. ○ The student can interact while ordering food or purchasing certain needed items. ○ The student can describe family, friends and school. ○ The speaker can briefly describe events or short familiar experiences. ○ The student can give simple instructions to prepare or make something. ○ The student can present simple information concerning learned topics such as an experiment in a science lab or experiences in other subjects at school.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Reading	The reader can understand familiar words, expressions and sentences in short simple texts related to daily life. The reader can understand some key information in such texts.	<ul style="list-style-type: none"> • The reader can easily and almost fully understand key words and words borrowed from foreign languages, as well as memorized expressions in a number of simple and short texts with clear context. • The reader can understand simple and predictable words, phrases and sentences in short using words he or she learned previously such as train's schedule, road maps and traffic signs. • The reader can usually understand the meaning of short simple texts that 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand key information in an advertisement. ○ The student can determine the main purpose of a printed advertisement. ○ The student can understand simple information in a text message from a friend.

			include key information using text sequencing and non-linguistic support	<ul style="list-style-type: none"> ○ The student can understand a simple comment describing a certain picture. ○ The student can understand the categories on a diagram/chart. ○ The student can distinguish different greeting messages on postcards. ○ The student can recognize city locations on a map. ○ The student can understand public transportation schedule. ○ The student can understand the working hours of businesses. ○ The student can understand the labels on recycling bins.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Three Years	Writing	The writer can write short and simple texts and comments about familiar everyday topics.	<ul style="list-style-type: none"> • The writer can meet simple and limited practical needs, by writing lists, short messages and postcards. • The writer can express himself or herself and write about topics in everyday life relying mainly on memorized material. • The writer is able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but he is not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write simple sentences to describe himself or herself, family, friends and school. ○ The student can write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards. ○ The student can write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. ○ The student can write a few sentences about a topic he or she learned in class with the help of some images. ○ The student can write a request for some basic information such as asking for an appointment with a professor or a colleague or for a certain service.

Fourth Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Fourth Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Listening	The listener can understand the general idea of simple texts, presentations and short conversations about familiar topics.	<ul style="list-style-type: none"> The listener can understand most of the information contained in sentences (one sentence at a time) expressing basic personal and social contexts. The listener shows simple ability to understand oral texts composed of several sentences. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand the timeframe set by the teacher to complete homework. The student can understand questions related to his study schedule or other types of schedules. The student can understand questions about likes and dislikes. The student can understand simple messages of praise and congratulation. The student can understand the general message in an audible announcement. The student can understand the time and the place of an event. The student can distinguish between the acceptance and the decline of an invitation in an oral discourse. The student can understand clear and repeated airport announcements about time of landing and departure and the boarding gate number.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Speaking	The speaker can engage in conversations about a number of familiar topics using simple sentences. The speaker can also handle uncomplicated daily social situations using some	<ul style="list-style-type: none"> The speaker can successfully handle a limited number of simple communication tasks within simple social situations. The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These topics are 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine.

		simple questions and answers.	<p>related to basic personal information about self, family, home, daily activities, hobbies and favorite things. In addition, these may also incorporate topics related to ordering food at a restaurant and buying basic things from the market.</p> <ul style="list-style-type: none"> • The speaker can answer direct questions or respond to requests for information, however, he may falter. He can also pose few accurate questions appropriate to the context of the discourse. • The speaker can express personal information through constructing his own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person he is conversing with. • As the speaker searches for the appropriate vocabulary and structure, he hesitates in his talk and usually makes linguistic errors. • The speaker's talk is characterized by repeated periods of silence, unsuccessful re-wording and self-correction. • The speaker's pronunciation, vocabulary and structure are strongly affected by his mother tongue, however, he can convey intended meaning. 	<ul style="list-style-type: none"> ○ The student can ask for help, make hotel or restaurant reservations, or arrange transportation. ○ The student can describe favorite people, events, famous landmarks and popular places. ○ The student can express his needs and desires which are related to his school and daily life. ○ The student can give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday. ○ The student can talk about his favorite programs or famous figures.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Reading	The reader can understand some information and some details in short and simple texts when the topic is familiar.	<ul style="list-style-type: none"> • The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts. • The reader at this level may encounter difficulties in understanding cohesive texts, regardless of length. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand email from a friend about his interests and daily routines. ○ The student can understand a friend's posts on Facebook. ○ The reader can understand a friend's letter about an event.

				<ul style="list-style-type: none"> ○ The student can understand a text accepting or rejecting an invitation. ○ The student can recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations. ○ The student can understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Four Years	Writing	The writer can write short, simple texts on familiar topics, and can present information using a series of simple sentences.	<ul style="list-style-type: none"> • The writer can express few practical needs and is able to create phrases and ask questions based on familiar material. • The writer can create a limited number of sentences using memorized 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. • The writer will makes predictable grammatical and spelling errors. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write information about people he or she knows such as a describing their appearance and some personality traits. ○ The student can write simple information about a familiar place, such as school, home or city. ○ The student can write about an occasion, holiday or celebration. ○ The student can write brief notes on an oral presentation he will deliver. ○ The student can write about topics of personal interest such as a favorite movie or celebrity. ○ The student can write instructions on how to prepare or make something as preparing a certain dish.

Fifth Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Fifth Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Listening	The listener can understand the general idea of short and simple texts and presentations about topics related to daily life, personal interests, and studies.	<ul style="list-style-type: none"> The listener can understand sentences (one sentence at a time) in several basic, personal and social contexts. His understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur. The listener can partially understand the meaning of oral texts, such as the main idea. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand basic information contained in audio-visual commercials. The student can understand questions and dialogues in audio-visual materials posted on social networks. The student can understand basic information in a recorded message about the life of one of his classmates. The student can understand basic information about the time and place of a meeting or an event, and differentiates between postponement and cancelation.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Speaking	The speaker can participate in conversations about familiar topics using a series of sentences. The speaker can also deal with daily social situations using several questions and a variety of answers. The speaker can usually express all that he wants to say about himself and his daily life. The speaker can put oral presentations about a number of familiar topics using a series of connected sentences.	<ul style="list-style-type: none"> The speaker can successfully engage in uncomplicated communication tasks related to simple social situations. His conversations are usually limited to familiar and essential topics in his life and community. The speaker can answer direct questions or respond to requests for information in a clear and accurate manner. When needed, the speaker can pose different questions to obtain simple information for some basic life essentials such as directions, price and services. The speaker can give certain information but encounters difficulties 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The speaker can start and finish a conversation, and can ask for information and details. The speaker can conduct an interview with another person. The student can talk about his daily routines, hobbies and personal interests. The student can give the reasons behind his personal choices. The student can give information and details about past and planned activities.

			<p>in connecting ideas, using the correct tense, verb conjugation, and other communication techniques such as clarification and elaboration.</p> <ul style="list-style-type: none"> The speaker can express personal information and thoughts by formulating his own coherent sentences. His speech is interspaced with pauses, successful re-phrasing and self-correction, as he searches for the right words and appropriate linguistic structures to correctly convey meaning. 	<ul style="list-style-type: none"> The speaker can talk about other countries, events, and historical figures. The student can speak about a past personal experience or something he learned.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Reading	The reader can understand key information in short texts related to everyday life or personal and academic interests.	<ul style="list-style-type: none"> The reader can understand short and simple texts that provide key information on personal and social topics. He or she might occasionally misunderstand such texts. At this level, the reader can partially understand short, and cohesive descriptive and narrative texts on familiar topics. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand simple personal questions, such as those found in surveys, or for online website registration. The student can understand information found in various invitations to different occasions. The student can understand information found in a commercial advertisement or a tourist pamphlet/guide. The student can understand key information in menus. The student can understand what is posted in forums on familiar topics. The student can understand the contents of postcards from friends. The student can understand basic information found in personal messages exchanged on social media sites. The student can understand key information found in an interview with a celebrity. The reader can identify some events in a narrative text or simple short story.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Five Years	Writing	The writer can write about a broader range of familiar topics, using sentences at the appropriate degree of cohesion.	<ul style="list-style-type: none"> The writer can meet an appropriate number of practical needs in writing, can communicate in writing with short and simple texts, and sentences appropriately connected about personal topics related to everyday life. Writing is in the present tense but may include references to other tenses. Writing style is very similar to oral discourse. . The writer shows signs of control over basic structure of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked. 	<ul style="list-style-type: none"> The student can identify some descriptions in short texts about a person, a place or a thing. The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write a message explaining something. The student can write about public events and daily routine. The student can write personal details in order to enter a contest or enroll in a program. The student can write invitation to an event they are organizing. The student can write a few sentences about something he or she learned. The student can write a simple summary about a book, movie or event.

Sixth Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Sixth Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Listening	The listener can easily understand the main idea and a few details of texts and presentations on several topics related to daily life, personal interests, and studies.	<ul style="list-style-type: none"> The listener can easily and confidently understand simple and compound sentences (one sentence at a time) about basic personal and social topics. The listener demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. The student can understand a tourist guide in his illustrations about the history of a place and its main monuments. The student can understand the main idea and few details related to general safety instructions in an audio material.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Speaking	The speaker can engage in conversations about familiar topics with a reasonable fluency. The speaker can handle uncomplicated daily social situations. He begins to use simple structures and different tenses. The speaker can give organized oral presentations about his life and school.	<ul style="list-style-type: none"> The speaker can engage in conversations with appropriate level of fluency talking about usual topics and social situations. The speaker can successfully communicate in uncomplicated social situations that require simple exchange of information related to work, school, hobbies, special interests and personal expertise. The speaker can use many linguistic structures including different tenses, but cannot keep a consistent level of accuracy at all times. Mother tongue is still evident (mixing and borrowing words from mother tongue and using literal translations). There may be some gaps in his communication of ideas. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. The student can pose questions and formulate answers about places he visited or plans to visit. The student can give information about his family history or talk about his future profession. The student can request postponement of an appointment and explain why. The student can return previously purchased items and explain why.

				<ul style="list-style-type: none"> ○ The student can use original expressions to explain something, or to ask about the steps to do something. ○ The student can explain the essential steps to accomplish something at school or in his daily life. ○ The student can give an oral presentation about an influential leader.
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YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Reading	The reader can understand most information and details in texts related to daily life, personal interests and studies. The reader can sometimes understand short narrative and descriptive texts.	<ul style="list-style-type: none"> • The reader has a fair understanding of short non-complex texts presenting basic information about a variety of personal and social topics -with few gaps in comprehension. • The reader can understand cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can understand texts about a summer trip or a work-related event. ○ The student can understand written descriptions on postcards received from a friend about a family vacation. ○ The student can understand instructions to use ATM machine. ○ The student can understand the news in the papers related to a public social event. ○ The student can understand most events in narrative texts or short stories. ○ The student can understand most information found in publications about tourist attractions.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Six Years	Writing	The writer can write on topics related to work, study and will begin to increasingly use different tenses.	<ul style="list-style-type: none"> • The writer can write a simple paragraph or summary about an experience at work or school. • The writer shows some ability to write narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write a simple report about something he or she learned. ○ The student can write a series of steps to complete a task, such as an experiment in a lab.

			<p>narrative texts are one paragraph long.</p> <ul style="list-style-type: none">• The writer might commit a number of errors in tenses, which adversely affect clarity of writing. Some writings revert to vocabulary and structures from oral discourse.	<ul style="list-style-type: none">○ The student can write content for a presentation.○ The student can write a simple summary about a task or a trip.
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Seventh Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Seventh Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Listening	The listener can understand the main idea, and some supporting details in familiar and unfamiliar dialogues. The listener can sometimes understand the meaning contained in texts that describe different events and experiences.	<ul style="list-style-type: none"> The listener can understand the overall meaning in short texts that contain coherent sentences and different linguistic structures. The listener can generally understand the main facts and some details in narrative and descriptive texts composed of more than one paragraph. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand some details in an official warning related to expected crisis or serious conditions. The student can understand oral messages from a friend or a classmate talking about past events and potential future results. The student can understand information related to time and place of a meeting or event and any future changes to this information.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Speaking	The speaker can easily and confidently participate in conversations about familiar topics, and can handle daily social situations that are somewhat complicated. The speaker can also narrate events and experiences using different tenses, and can describe persons, places and things. He can also give organized oral presentations about work, society and topics that he has researched.	<ul style="list-style-type: none"> The speaker can easily and confidently discuss usual topics and social situations. The speaker succeeds in performing many communication tasks that demand the exchange of various information. The speaker can use various appropriate linguistic structures. The speaker can often narrate and describe things using all tenses at the paragraph level. The speaker encounters some difficulties while narrating or describing, as he sometimes mistakes the use of appropriate tense, or may not be able to deliver a coherent paragraph due to lack of appropriate breadth of vocabulary. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society, and can answer questions about the same. The student can discuss with his classmates plans for a trip or an event. The student can give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. The student can give a briefing about a cultural, historical or a sporting event.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Reading	The reader can easily and confidently understand information and details in texts related to daily life, personal interests and studies. The reader can understand cohesive narratives and descriptive texts.	<ul style="list-style-type: none"> The reader can completely and confidently understand short non-complex texts, and provides basic information about a variety of topics and social figures. The reader can understand interconnected narrative and description texts with rare gaps in comprehension. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand instructions for online shopping. The student can follow simple instructions to conduct a science experiment in class. The student can understand a brief summary of the achievements of a historical figure. The student can understand all ideas in a text describing a scientific discovery or a historical event or a sporting event.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Seven Years	Writing	The writer can write about various topics, including events, experiences and topics related to his or her immediate environment, using different tenses and shows ability to produce a connected and organized text.	<ul style="list-style-type: none"> The writer can write a paragraph or a summary about a variety of topics. The writer shows ability to write narrative and descriptive texts in the present, past and future tenses when writing about daily events and circumstances; this narrative and descriptive text is one paragraph long. The writer might commit few errors in the use of tenses, which may adversely affect clarity. The writer will often resort to using vocabulary and structures from oral discourse. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can write a summary of a research that he performed. The student can write the content of a presentation with supporting details about a variety of topics related to his or her community. The student can write a series of steps needed to accomplish a community-based task such as fundraising for a certain cause. The student can write a narrative account of the most prominent events that were of interest to his community. The student can write a summary of a conversation or an interview conducted by him or her or someone else. The student can write a summary of movie or a story they saw or heard.

Eighth Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Eighth Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Listening	The listener can understand the main idea and several supporting details in organized dialogues about several personal and general topics, and in extended narrative and descriptive texts.	<ul style="list-style-type: none"> The listener can understand the meaning in narrative and descriptive texts composed of more than one paragraph, and organized in clear and coherent linguistic structures. The listener can understand the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand presentations about famous historical figures and contemporary ones. The student can understand oral conversations or messages talking about arrangements for a planned meeting or a trip. The student can differentiate between the characteristics of different tourist destinations in audio-visual materials. The student can understand short stories and some excerpts of books, speeches and summaries covering several topics.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Speaking	The speaker can engage in conversations about familiar topics beyond his daily life. He can handle various and somewhat complicated social situations. He can narrate events and experiences in some details using different tenses. The speaker can describe people, places and things with appropriate details. The speaker can give organized oral presentations about various issues.	<ul style="list-style-type: none"> The speaker can successfully communicate in most informal conversations and a limited number of formal conversations related to work, current news, and topics of general and social interest. The speaker shows ability to narrate and describe using all tenses, present, past and future at the paragraph level. The speaker generally commits some errors in verb conjugation and grammatical structure while talking. The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts. The speaker can participate in dialogues using appropriately correct, 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. The student can distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. The student can talk about solving unexpected problems he faced, such as absence from school due to an emergency.

			clear and precise linguistic structures to convey desired message.	<ul style="list-style-type: none"> ○ The student can conduct or participate in formal interviews. ○ The student can give an oral presentation about the importance of certain social, cultural or national events. ○ The student can give a promotional presentation for a certain event or product.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Reading	The reader can understand the main idea and supporting details in texts about personal and general interests. The reader can understand relatively long narrative and descriptive texts using different tenses.	<ul style="list-style-type: none"> • The reader can understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content. • The reader can clearly understand the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can find and use information for practical purposes such as reading about a certain event and deciding whether to attend or not. ○ The student can understand a blog about travel and use the information to plan a trip. ○ The student can understand the rules related to absenteeism and sick leave. ○ The student can compare information about different restaurants and choose the most suitable one. ○ The student can compare between various extra-curricular activities and chooses those that match own interests. ○ The student can understand the main idea and details in government job description. ○ The student can understand an article about changes caused by technology over the past twenty years. ○ The student can follow written instructions, such as directions and steps to prepare certain dishes (recipe).

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Eight Years	Writing	The writer can write on academic, specialized and general topics. The writer can also express experiences and events using different tenses, and using connected (cohesive) and organized paragraphs.	<ul style="list-style-type: none"> • The writer can write narrative and descriptive texts using all tenses and a variety of linguistic structures. • Paragraphs are cohesive in terms of structure and clarity of meaning and use of a variety connectors, but paragraphs may not be lengthy. • The writer may resort to excessive inappropriate repetition, and may sometimes resort to using oral and written patterns used in mother tongue. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write and review an essay prepared as part of homework. ○ The writer can write and review resume to apply for a university, or get a job or training. ○ The student can write a diary, using some social media channels. ○ The student can write an essay about an event or a project in the context of his or her school or community. ○ The student can write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

Ninth Year

Framework for Learning Arabic as an Additional Language

Language Proficiency Levels and Performance Indicators – Ninth Year

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Listening	The listener can understand the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts.	<ul style="list-style-type: none"> The listener can understand extended descriptive texts including detailed descriptions of people, places and other things, and narrative texts that relate events in the past, present and future. The speech is usually constructed in familiar linguistic structures. The listener can understand the main idea and most supporting details. 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand detailed instructions from the teacher about performing a certain assignment. The student can understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. The student can understand televised interviews with public figures. The student can understand summaries about the achievements of a leader, such as UAE leaders. The student can understand internet clips of tours in a museum, city or university. The student can understand the content of an oral message recorded by a friend or an acquaintance relating previous experiences.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Speaking	The speaker can talk about familiar topics and usual experiences and events in a clear and detailed manner using various tenses. The speaker can also express his view point while discussing with others a number of issues.	<ul style="list-style-type: none"> The speaker can easily and confidently perform many communication tasks and can actively participate in most informal discussions and some formal ones. The speaker shows ability to narrate and describe using all tenses. While narrating and/or describing, the speaker can coherently link main 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future plans and the difficulties he is facing in his studies.

			<ul style="list-style-type: none"> ideas and supporting details on the paragraph level. The speaker can easily and successfully handle linguistic complications as a result of unexpected turns in a normal or usually familiar dialogue or communication task. The speaker is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures. The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. 	<ul style="list-style-type: none"> The student can exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. The student can confidently express in details his views and thoughts about different issues. The student can express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behavior from teenagers.
YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Reading	The reader can understand the main idea and supporting details on a variety of familiar and unfamiliar topics. The reader can understand narrative and descriptive texts in multiple paragraphs having different tenses.	<ul style="list-style-type: none"> The reader can understand long texts on familiar and unfamiliar topics related to personal, general and specialized interests. The reader can understand narrative and descriptive texts in multiple paragraphs such as detailed descriptions of people, places and things, and narratives about events in all tenses. The reader can understand the main idea, facts and multiple details. The reader can comprehension derives not only form context and knowledge of topic, but also from the reader's own knowledge of the language itself 	<ul style="list-style-type: none"> The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> The student can understand the main idea and details of various stories and biographies. The student can understand the different elements in stories. The student can understand short online biographies. The student can understand news reports on local activities or events. The student can understand details in a police report on a recent crime. The student can understand details in articles about a sports or cultural events. The student can understand details of a message explaining someone's absence from an important meeting. The student can understand detailed descriptions of a training or voluntary experience.

YEARS OF STUDY	SKILL	GENERAL OUTCOMES	LANGUAGE PROFICIENCY LEVELS	PERFORMANCE INDICATORS
Nine Years	Writing	The writer can write on a wide range of academic, specialized, and general topics. The writer can also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.	<ul style="list-style-type: none"> • The writer can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time. • Writing includes a variety of linking words and is composed of more than one paragraph. • Writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. • Writing is sometimes similar to oral discourse. 	<ul style="list-style-type: none"> • The following are example indicators of what the student can do. This is not an exclusive list. <ul style="list-style-type: none"> ○ The student can write an article for a newspaper or magazine on a general topic. ○ The student can create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ○ The student can write promotional leaflets for products or events, or a variety of services. ○ The student can write an essay about the history of his or her family or community.