

# Syllabus for municipal adult education in Swedish tuition for Immigrants (SFI)

## The purpose of the tuition

Municipal adult education in Swedish for Immigrants (SFI) is an advanced language instruction that is intended to give adult immigrants a basic knowledge of the Swedish language. This tuition gives students with a mother tongue other than Swedish the opportunity to learn and develop a functional knowledge of a second language. The tuition shall provide the language tools for communication and enable active participation in everyday life, in society, at work and in pursuing further study. The tuition is also intended to give adult immigrants who lack basic reading and writing skills the opportunity to acquire these skills. A student who is not functionally literate or who uses a writing system other than the Latin alphabet shall receive instruction in reading and writing within the framework of the tuition.

The tuition is directed at those with different experiences, situations in life, skills and study goals. Instruction shall be planned and designed together with the student and adapted to the student's interests, experiences, all-round knowledge and long-term goals.

Depending on the needs of the individual, it shall be possible to combine the tuition with gainful employment or other activities, such as labour-market and civic orientation, validation, practical training in companies or other tuition. Instruction must therefore be designed to be as flexible as possible regarding length of time, place, content and work arrangements.

## The goal and nature of the tuition

Undertaking the municipal adult education programme in Swedish for Immigrants will give the student the prerequisites to develop

- their ability to read and write in Swedish,
- their ability to speak, converse in, read, listen and understand Swedish in different contexts,
- their ability to adapt their use of the language to different recipients and situations,
- good pronunciation,
- insights into how to learn a language,
- learning and communication strategies for improving their command of the language,
- their ability to use digital technology and relevant tools for learning and communication,
- and
- their ability to respond to information from different sources.

Municipal adult education in Swedish for Immigrants is focused on the student developing communicative language skills. This means that the student is able to communicate both orally and in writing on the basis of their needs. Communicative language skills involve different kinds of competence that work together and complement each other. Communicative language skills therefore presuppose both access to a language system and knowledge about how this system is used.

Instruction shall give the student the opportunity to develop their knowledge and skills of different kinds to be able to make relevant language choices in relation to the communicative situation in question. Knowledge about the language system includes words, phrases, pronunciation and grammatical structures, while knowledge about language use involves learning how to construct a text and make functional language choices and adaptations in relation to the recipient and purpose. An important skill is also the ability to use strategies and different methods for putting across one's message as effectively as possible.

During instruction the student shall encounter different kinds of text where words, images and sound are used in combination both with and without digital tools. The instruction shall help the student develop an awareness of how language learning works and an insight into their own learning. The student shall also be given the opportunity to develop their intercultural skills by reflecting on their own cultural experiences and comparing these with the reality of everyday, social, student and working life in Sweden.

The instruction shall also help the student develop their skills in using digital technology and the relevant tools and media for information, communication and learning.

The instruction in basic reading and writing skills shall give the student the opportunity to

- develop their understanding of how written language conveys a message and how the language is constructed,
- develop their ability to use the language in different contexts,
- apply the most common rules of the written language,
- use reading and writing to learn, understand and express themselves,
- become aware of how to learn a language,
- develop some simple strategies for reading and writing for different purposes, and
- use digital technology and relevant aids for learning reading and writing.

## The structure of the tuition

Municipal adult education in Swedish tuition for Immigrants consists of three different study paths: 1, 2 and 3 and also four different courses: A, B, C and D. Study path 1 consists of courses A, B, C and D, study path 2 of courses B, C and D, and study path 3 of courses C and D. The different study paths are directed at people with different backgrounds, circumstances and goals. The study paths show which entry course and rate of progress is suitable. A student starts their studies by taking the study path and the course offered on that study path that is best suited to their individual circumstances. The knowledge requirements for a course are the same regardless of study path.

Study path 1 is directed primarily at people who have had very little education, while study path 3 is for those who are more used to studying.

The assessment of which study path is suitable for a student and which course offered on that study path are those where the student ought to start shall be based on a mapping of their skills, circumstances and anything else that might be of significance for their chances of fulfilling the requirements.

The courses on the three study paths are designed differently depending on the student's study habits, educational background and skills in Swedish at the start of the course.

A student can finish taking the municipal adult education programme in Swedish tuition for Immigrants after each course. All students shall, however, be given the opportunity to continue as far as and including course D on their study path, along with the adaptation needed to ensure the student can fulfil the knowledge requirements.

## Learning basic reading and writing skills

The tuition in basic reading and writing skills is directed at those who have had no former education and those who have had little education and are not functionally literate. By undertaking the municipal adult education programme in Swedish tuition for Immigrants, especially if they choose study path 1, the student shall be given the opportunity to acquire basic skills in reading and writing, which includes studying in greater depth and automating their skills. Becoming functionally literate in a basic sense of the term can take a long time.

Instruction in basic reading and writing skills may also be needed on study paths 2 and 3 for students who are literate even if they have not mastered the Latin alphabet. In this case the learning process is designed differently.

The tuition in basic reading and writing skills is not linked to any of courses A-D but rather constitutes a separate part in combination with these courses. This is thus a process that can be ongoing the entire time the student is undertaking the municipal adult education programme in Swedish tuition for Immigrants to allow time for their skills to be automated. The instruction in basic reading and writing skills can be provided in the student's mother tongue or in another language the student knows well.

## Assessment

The starting point for the assessment shall be the student's ability to use the Swedish language in an intelligible way for different purposes in everyday, social and working life and when pursuing further study. The assessment shall examine the student's skills in accordance with the knowledge requirements for the grades A, B, C, D and E. The knowledge requirements are based on five areas of knowledge: listening comprehension, reading comprehension, oral interaction, oral production and writing skills. The areas of knowledge shall not be assessed independently of each other, but rather the teacher must carry out an overall assessment of the student's language ability and base this on how well the student actually masters the use of the language. The correctness of the language shall be related to the complexity of both its content and the language.

In accordance with Chapter 20, Section 35 of the Education Act (2010:800), grades shall be awarded for each completed course. Grades are not awarded for the part of the course that focuses on basic reading and writing skills.

## Knowledge requirements

### Listening comprehension

#### Course A

The pupil can, with support, understand clear, simple speech in concrete real-life, everyday situations.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student understands <b>common words and simple phrases</b> in a brief retelling of incidents in everyday life, and understands adapted and clear information that is of interest to the student.</p> <p>The student demonstrates an understanding of simple and commonly used oral instructions by acting on them in a <b>broadly functional</b> way.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student understands <b>simple phrases and sentences</b> in a brief retelling of incidents in everyday life, and understands adapted and clear information that is of interest to the student.</p> <p>The student demonstrates an understanding of simple and commonly used oral instructions by acting on them in a <b>functional</b> way.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student understands <b>coherent phrases and sentences</b> in a brief retelling of incidents in everyday life, and understands adapted and clear information that is of interest to the student.</p> <p>The student demonstrates an understanding of simple and commonly used oral instructions by acting on them in a <b>very functional</b> way.</p>

## Course B

The student can understand clear, simple speech in common situations in everyday life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student demonstrates an understanding of a brief retelling of incidents, conversations, information and adapted news on very familiar subjects by providing a simple summary of the <b>main content</b>.</p> <p>The student demonstrates an understanding of short and clear oral messages and instructions in everyday life by acting on them in a <b>broadly functional</b> way.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student demonstrates an understanding of a brief retelling of incidents, conversations, information and adapted news on very familiar subjects by providing a simple summary of the <b>main content and commenting on essential details</b>.</p> <p>The student demonstrates an understanding of short and clear oral messages and instructions in everyday life by acting on them in a <b>functional</b> way.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student demonstrates an understanding of a brief retelling of incidents, conversations, information and adapted news on very familiar subjects by providing a simple summary of the <b>main content and commenting on essential details and occasional nuances</b>.</p> <p>The student demonstrates an understanding of short and clear oral messages and instructions in everyday life by acting on them in a <b>very functional</b> way.</p>

## Course C

The student can understand clear, simple speech in common situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student demonstrates an understanding of a retelling of incidents, descriptions, conversations, information and news in brief on familiar subjects by providing a simple summary of the <b>main content</b>.</p> <p>The student demonstrates an understanding of simple and clear oral messages and instructions by acting on them in a <b>broadly functional</b> way.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student demonstrates an understanding of a retelling of incidents, descriptions, conversations, information and news in brief on familiar subjects by providing a simple summary of the <b>main content and commenting on essential details</b>.</p> <p>The student demonstrates an understanding of simple and clear oral messages and instructions by acting on them in a <b>functional</b> way.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student demonstrates an understanding of a retelling of incidents, descriptions, conversations, information and news in brief on familiar subjects by providing a simple summary of the <b>main content and commenting on essential details and certain nuances</b>.</p> <p>The student demonstrates an understanding of simple and clear oral messages and instructions by acting on them in a <b>very functional</b> way.</p>

## Course D

The student can understand clear speech in informal and more formal situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student demonstrates an understanding of accounts, descriptions, conversations, discussions, information and news on familiar subjects by providing a summary of the <b>main content</b>.</p> <p>The student demonstrates an understanding of detailed and clear oral instructions by acting on them in a <b>broadly functional</b> way.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student demonstrates an understanding of accounts, descriptions, conversations, discussions, information and news on familiar subjects by providing a summary of the <b>main content and commenting on essential details</b>.</p> <p>The student demonstrates an understanding of detailed and clear oral instructions by acting on them in a <b>functional</b> way.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student demonstrates an understanding of accounts, descriptions, conversations, discussions, information and news on familiar subjects by providing a summary of the <b>main content and commenting on essential details and certain nuances</b>.</p> <p>The student demonstrates an understanding of detailed and clear oral instructions by acting on them in a <b>very functional</b> way.</p>

## Knowledge requirements

### Reading comprehension

#### Course A

The student can retrieve, read and understand simple information in real-life, everyday situations.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student retrieves and understands information in the form of <b>common words and symbols and very simple phrases</b>.</p> <p>The student reads and understands <b>adapted and very simple texts</b> on a very familiar subject.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student retrieves and understands information in the form of <b>common words and symbols and simple phrases</b>.</p> <p>The student reads and understands <b>adapted, simple texts</b> on a very familiar subject.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student retrieves and understands information in the form of <b>common words and symbols and also simple phrases and sentences</b>.</p> <p>The student reads and understands <b>short, simple texts</b> on a very familiar subject.</p>

## Course B

The student can read, understand and use simple texts in familiar situations in everyday life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student reads adapted narrative and descriptive texts on very familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content</b>.</p> <p>The student demonstrates an understanding of personal messages, concrete information and short, clear and simple instructions by acting on these in a <b>broadly functional</b> way.</p> <p>The student selects and uses several reading strategies in a <b>broadly functional</b> way.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student reads adapted narrative and descriptive texts on very familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content and commenting on essential details</b>.</p> <p>The student demonstrates an understanding of personal messages, concrete information and short, clear and simple instructions by acting on these in a <b>functional</b> way.</p> <p>The student selects and uses several reading strategies in an <b>appropriate</b> way.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student reads adapted narrative and descriptive texts on very familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content and commenting on essential details and occasional nuances</b>.</p> <p>The student demonstrates an understanding of personal messages, concrete information and short, clear and simple instructions by acting on these in a <b>very functional</b> way.</p> <p>The student selects and uses several reading strategies in an <b>appropriate and effective</b> way.</p>

## Course C

The student can read, understand and use simple, commonly occurring texts in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student reads short narrative and descriptive texts on familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content</b>.</p> <p>The student retrieves specific information from simple factual texts, tables and diagrams, and presents a <b>simple</b> argument on the information.</p> <p>The student demonstrates an understanding of short, clear instructions and regulations by acting on them in a <b>broadly functional</b> way.</p> <p>The student selects and uses in a <b>broadly functional</b> way different reading strategies depending on the purpose for reading</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student reads short narrative and descriptive texts on familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content and commenting on essential details</b>.</p> <p>The student retrieves specific information from simple factual texts, tables and diagrams, and presents a <b>more elaborate</b> argument on the information.</p> <p>The student demonstrates an understanding of short, clear instructions and regulations by acting on them in a <b>functional</b> way.</p> <p>The student selects and uses in an <b>appropriate</b> way different reading strategies depending on the purpose for reading.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student reads short narrative and descriptive texts on familiar subjects and demonstrates an understanding by providing a simple summary of <b>the main content and commenting on essential details and certain nuances</b>.</p> <p>The student retrieves specific information from simple factual texts, tables and diagrams, and presents a <b>well-developed</b> argument on the information.</p> <p>The student demonstrates an understanding of short, clear instructions and regulations by acting on them in a <b>very functional</b> way. The student selects and uses in an <b>appropriate and effective</b> way different reading strategies depending on the purpose for reading.</p>

## Course D

The student can read, understand and use simple texts containing a certain degree of complexity in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student reads narrative, descriptive and argumentative texts on familiar subjects and demonstrates an understanding by providing a summary of <b>the main content</b>.</p> <p>The student retrieves specific information from factual texts and presents a <b>simple</b> argument on the information.</p> <p>The student demonstrates an understanding of clear instructions and regulations by acting on them in a <b>broadly functional</b> way.</p> <p>The student selects and uses in a <b>broadly functional</b> way different reading strategies depending on the purpose for reading.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student reads narrative, descriptive and argumentative texts on familiar subjects and demonstrates an understanding by providing a summary of <b>the main content and commenting on essential details</b>.</p> <p>The student retrieves specific information from factual texts and presents a <b>more elaborate</b> argument on the information.</p> <p>The student demonstrates an understanding of clear instructions and regulations by acting on them in a <b>functional</b> way.</p> <p>The student selects and uses in an <b>appropriate</b> way different reading strategies depending on the purpose for reading.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student reads narrative, descriptive and argumentative texts on familiar subjects and demonstrates an understanding by providing a summary of <b>the main content and commenting on essential details and certain nuances</b>.</p> <p>The student retrieves specific information from factual texts and presents a <b>well-developed</b> argument on the information.</p> <p>The student demonstrates an understanding of clear instructions and regulations by acting on them in a <b>very functional</b> way.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way different reading strategies depending on the purpose for reading.</p>

## Knowledge requirements

### Oral interaction

#### Course A

The student can establish social contact and, with support, communicate in concrete real-life everyday situations.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student takes part in very simple, everyday conversation by using <b>words and simple forms of greeting, polite phrases and forms of farewell</b> and asking and answering simple questions where there is a specific need.</p> <p>The student selects and uses in a <b>broadly functional</b> way gestures, questions and other strategies to understand and to make themselves understood.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student takes part in very simple, everyday conversation by using <b>words and common phrases</b> and asking and answering simple questions where there is a specific need.</p> <p>The student selects and uses in an <b>appropriate</b> way gestures, questions and other strategies to understand and to make themselves understood.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student takes part in very simple, everyday conversation by using <b>words, phrases and sentences</b> and asking and answering simple questions where there is a specific need.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way gestures, questions and other strategies to understand and to make themselves understood.</p>

## Course B

The student can, with support, communicate in common situations in everyday life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student takes part in simple conversation on very familiar subjects by providing and reacting to statements, opinions and wishes, and by asking and answering questions in a way that keeps the conversation going <b>to a certain extent.</b></p> <p>The student selects and uses in a <b>broadly functional</b> way strategies for understanding and making themselves understood.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student takes part in simple conversation on very familiar subjects by providing and reacting to statements, opinions and wishes, and by asking and answering questions in a way that keeps the conversation going <b>relatively well.</b></p> <p>The student selects and uses in an <b>appropriate</b> way strategies for understanding and making themselves understood.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student takes part in simple conversation on very familiar subjects by providing and reacting to statements, opinions and wishes, and by asking and answering questions in a way that keeps the conversation going <b>very well.</b></p> <p>The student selects and uses in an <b>appropriate and effective</b> way strategies for understanding and making themselves understood.</p>

## Course C

The student can, with a certain degree of adaptation depending on the purpose and conversation partner, communicate using simple language in common situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student takes part in simple conversation and discussion on familiar subjects by providing and seeking opinions, thoughts and information in a way that <b>moves forward</b> the conversation and discussion <b>to a certain extent</b>.</p> <p>The student selects and uses in a <b>broadly functional</b> way strategies that facilitate the interaction.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled</p>	<p>The student takes part in simple conversation and discussion on familiar subjects by providing and seeking opinions, thoughts and information in a way that <b>moves forward</b> the conversation and discussion.</p> <p>The student selects and uses in an <b>appropriate</b> way strategies that facilitate the interaction.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student takes part in simple conversation and discussion on familiar subjects by providing and seeking opinions, thoughts and information in a way that <b>moves forward</b> the conversation and discussion <b>and gives them more breadth or depth</b>.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way strategies that facilitate the interaction.</p>

## Course D

The student can, with a certain degree of adaptation depending on the purpose and conversation partner, communicate in both informal and more formal situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student takes part in conversation and discussion on familiar subjects by expressing and responding to opinions using <b>simple</b> arguments, and providing and seeking thoughts and information in a way that <b>moves forward</b> the conversation and discussion <b>to a certain extent</b>.</p> <p>The student selects and uses in a <b>broadly functional</b> way strategies that resolve any problems in the interaction.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student takes part in conversation and discussion on familiar subjects by expressing and responding to opinions using <b>more elaborate</b> arguments, and by providing and seeking thoughts and information in a way that <b>moves forward</b> the conversation and discussion.</p> <p>The student selects and uses in an <b>appropriate</b> way strategies that resolve any problems in the interaction</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student takes part in conversation and discussion on familiar subjects by expressing and responding to opinions using <b>well-developed</b> arguments, and by providing and seeking thoughts and information in a way that <b>moves forward</b> the conversation and discussion <b>and gives them more breadth or depth</b>.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way strategies that resolve any problems in the interaction.</p>

## Knowledge requirements

### Oral production

#### Course A

The student can, with support, communicate using simple language in some situations concerned with them personally.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student uses <b>common words and simple phrases</b> to talk about their personal circumstances and experiences.</p> <p>The student selects and uses in a <b>broadly functional</b> way gestures and other strategies to make themselves understood.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student uses <b>words and common phrases</b> to talk about their personal circumstances and experiences.</p> <p>The student selects and uses in an <b>appropriate</b> way gestures and other strategies to make themselves understood</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student uses <b>coherent phrases and sentences</b> to talk about their personal circumstances and experiences.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way gestures and other strategies to make themselves understood</p>

## Course B

The student can, with support, communicate using simple language and with the aid of gestures in common situations in everyday life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student talks in a <b>simple</b> way about their personal experiences and about individuals, places and incidents they are very familiar with.</p> <p>The student expresses themselves in an <b>intelligible</b> and <b>fairly coherent</b> way.</p> <p>The student selects and uses in a <b>broadly functional</b> way several strategies for making themselves understood</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student talks in a <b>more elaborate</b> way about their personal experiences and about individuals, places and incidents they are very familiar with.</p> <p>The student expresses themselves in a <b>relatively clear</b> and <b>coherent</b> way.</p> <p>The student selects and uses in an <b>appropriate</b> way several strategies for making themselves understood.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student talks in a <b>well-developed</b> way about their personal experiences and about individuals, places and incidents they are very familiar with.</p> <p>The student expresses themselves in a <b>clear</b> and <b>very coherent</b> way.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way several strategies for making themselves understood.</p>

## Course C

The student can, with a certain degree of adaptation depending on the purpose and recipient, communicate using simple language in common situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student gives a <b>simple</b> descriptive account of their personal experiences and opinions regarding familiar subjects, and provides simple advice and instructions.</p> <p>The student expresses themselves in an <b>intelligible</b> and <b>fairly coherent way</b> and demonstrates a <b>certain degree</b> of linguistic variation.</p> <p>The student selects and uses in a <b>broadly functional</b> way different strategies for improving communication.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled</p>	<p>The student gives a <b>more elaborate</b> descriptive account of their personal experiences and opinions regarding familiar subjects, and provides simple advice and instructions.</p> <p>The student expresses themselves in a <b>relatively clear</b> and <b>coherent way</b> and demonstrates <b>relatively good</b> linguistic variation.</p> <p>The student selects and uses in an <b>appropriate</b> way different strategies for improving communication.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student gives a <b>well-developed</b> descriptive account of their personal experiences and opinions regarding familiar subjects, and provides simple advice and instructions.</p> <p>The student expresses themselves in a <b>clear</b> and <b>very coherent way</b> and demonstrates <b>good</b> linguistic variation.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way different strategies for improving communication.</p>

## Course D

The student can, with a certain degree of adaptation depending on the purpose and recipient, communicate in both informal and more formal situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student gives a <b>simple</b> descriptive account of current happenings, experiences, impressions and opinions, and gives advice and instructions.</p> <p>The student expresses themselves with a <b>certain degree of fluency</b> and in a <b>fairly coherent way</b>, and demonstrates a <b>certain degree</b> of linguistic variation.</p> <p>The student selects and uses in a <b>broadly functional</b> way different strategies for improving communication.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student gives a <b>more elaborate</b> descriptive account of current happenings, experiences, impressions and opinions, and gives advice and instructions.</p> <p>The student expresses themselves with a <b>fair degree of fluency</b> and in a <b>coherent way</b>, and demonstrates <b>relatively good</b> linguistic variation.</p> <p>The student selects and uses in an <b>appropriate</b> way different strategies for improving communication.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student gives a <b>well-developed</b> account of current happenings, experiences, impressions and opinions, and gives advice and instructions.</p> <p>The student expresses themselves with a <b>good degree of fluency</b> and in a <b>very coherent way</b>, and demonstrates <b>good</b> linguistic variation.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way different strategies for improving communication.</p>

## Knowledge requirements

### Writing skills

#### Course A

The student can write using the alphabet in several everyday situations.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student uses <b>simple words and symbols</b> to write down their personal details in a number of situations that commonly arise.</p> <p>The student writes down in a <b>broadly functional</b> way important information based on personal needs.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student uses <b>words, symbols and simple phrases</b> to write down their personal details in a number of situations that commonly arise.</p> <p>The student writes down in a <b>functional</b> way important information based on personal needs.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student uses <b>words, symbols and phrases</b> to write down their personal details in a number of situations that commonly arise.</p> <p>The student writes down in a <b>very functional</b> way important information based on personal needs.</p>

## Course B

The student can write some simple texts to communicate in common situations in everyday life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student writes simple and <b>intelligible</b> short messages, greetings and texts about themselves and what they have experienced.</p> <p>The student creates contexts in a <b>broadly functional</b> way.</p> <p>The student selects and uses in a <b>broadly functional</b> way several strategies for writing.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled</p>	<p>The student writes simple and <b>relatively clear</b> short messages, greetings and texts about themselves and what they have experienced.</p> <p>The student creates contexts in a <b>functional</b> way.</p> <p>The student selects and uses in an <b>appropriate</b> way several strategies for writing.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student writes simple and <b>clear</b> short messages, greetings and texts about themselves and what they have experienced.</p> <p>The student creates contexts in a <b>very functional</b> way.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way several strategies for writing.</p>

## Course C

The student can, with a certain degree of adaptation depending on the purpose and recipient, communicate in common situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student writes coherent and <b>intelligible</b> texts on experiences, impressions and opinions and also factual texts on familiar subjects.</p> <p>The student creates a <b>broadly functional</b> structure in their texts and demonstrates a <b>certain degree of variation</b> in their vocabulary and sentence structure.</p> <p>The student selects and uses in a <b>broadly functional</b> way different strategies for writing.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student writes coherent and <b>relatively clear</b> texts on experiences, impressions and opinions and also factual texts on familiar subjects.</p> <p>The student creates a <b>functional</b> structure in their texts and demonstrates <b>relatively good variation</b> in their vocabulary and sentence structure.</p> <p>The student selects and uses in an <b>appropriate</b> way different strategies for writing.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student writes coherent and <b>clear</b> texts on experiences, impressions and opinions and also factual texts on familiar subjects</p> <p>The student creates a <b>very functional</b> structure in their texts and demonstrates <b>good variation</b> in their vocabulary and sentence structure.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way different strategies for writing.</p>

## Course D

The student can, with a certain degree of adaptation depending on the purpose and recipient, communicate in both informal and more formal situations in everyday, social, student and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>The student writes with a <b>certain degree of fluency</b> descriptive, explanatory and argumentative texts on familiar subjects.</p> <p>The student creates a <b>broadly functional</b> structure in their texts and demonstrates a <b>certain degree of variation</b> in their vocabulary and sentence structure.</p> <p>The student uses with a <b>certain degree of assuredness</b> simple and more advanced grammatical structures in their texts.</p> <p>The student writes down and compiles in a <b>broadly functional</b> way notes for their own writing.</p> <p>The student selects and uses in a <b>broadly functional</b> way different strategies for writing.</p>	<p>Grade D means that the knowledge requirements for E and largely for C are fulfilled.</p>	<p>The student writes with <b>relative fluency</b> descriptive, explanatory and argumentative texts on familiar subjects.</p> <p>The student creates a <b>functional</b> structure in their texts and shows <b>relatively good variation</b> in their vocabulary and sentence structure.</p> <p>The student uses with <b>relative assuredness</b> simple and more advanced grammatical structures in their texts.</p> <p>The student writes down and compiles in a <b>functional</b> way notes for their own writing.</p> <p>The student selects and uses in an <b>appropriate</b> way different strategies for writing.</p>	<p>Grade B means that the knowledge requirements for C and largely for A are fulfilled.</p>	<p>The student writes with <b>real fluency</b> descriptive, explanatory and argumentative texts on familiar subjects.</p> <p>The student creates a <b>very functional</b> structure in their texts and shows <b>good variation</b> in their vocabulary and sentence structure.</p> <p>The student uses with <b>assuredness</b> simple and more advanced grammatical structures in their texts.</p> <p>The student writes down and compiles in a <b>very functional</b> way notes for their own writing.</p> <p>The student selects and uses in an <b>appropriate and effective</b> way different strategies for writing.</p>

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