

Category	Level 5 - Proficiency	Level 4 - Consistency	Level 3 - Application	Level 2 - Fluency	Level 1 - Letters & Word recognition
A Makharij - Letters and Vowels	<ul style="list-style-type: none"> • Reads all letters correctly & consistently from their correct Makhraj • Reads all letters with Shaddah correctly giving it its due time (longer not stronger) • Reads the tanween correctly • Reads haraqahs correctly (without elongation) • Itmaam of vowel sounds in particular: clear kasra sound & pouting in waw and due time in consecutive two or three fathas 	<ul style="list-style-type: none"> • Student reads most letters from correct Makhraj • Gives the correct timing for Shaddah most of the time • Student may sometimes press on Shaddah letters • Reads haraqah without elongation • Itmam of vowels is not consistently applied. Student may sometimes not pout completely; give timing of consecutive fathas or give clear I sound. 	<ul style="list-style-type: none"> • No mistakes in letters and word recognition No mistakes in Tashkeel • Reads most letters with shaddah correctly, not always consistently • When shadda applied may be pressed on too much. Especially softer letters • Madd letter consistently read with two haraqah • Some difficulties in pronouncing letters from correct Makhraj (1-2) <ul style="list-style-type: none"> • ز into ذ • ك into ق • ز to ظ • س into ث • د or ظ into ض • د or ض or ت into ط • Tashkeel may seldom be elongated • Shows awareness of nomenclature and easily directed to correct pronunciation 	<ul style="list-style-type: none"> • Recognises all letters, but can confuse some at times • Recognizes the three taskheel sounds but not confident and can sometimes confuse them • may at times recognize it but not expected to apply shadda • If shadda applied may be pressed on too harshly • Shadda may be given longer time, or in case of meem and noon not enough time • Madd letter pronounced with 2 haraqah most of the time • Tashkeel can be at times elongated. • Student recognises the letters, but pronounces a few of those listed below incorrectly (makhraj and characteristics issues) change (2-4 letters) <ul style="list-style-type: none"> • ز into ذ • ك into ق • ز to ظ • س into ث • د or ظ into ض • د or ض or ت into ط 	<ul style="list-style-type: none"> • Recognizes some letters • Does not consistently recognize tashkeel • Tashkeel elongated a madd letter • Shadda not given its time or recognised • Makhraj of some/most letters incorrect

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<p style="text-align: center;">B</p> <p style="text-align: center;">Characteristics of letters</p>	<ul style="list-style-type: none"> • Characteristics of letters are all correctly applied • Most characteristics correctly identified • Student applies the qalqalah and heaviness to all applicable letters • applies the level of Tafkheem/Tareeq (consistently with the teaching she follows), Qalqalah and Ghunna correctly most of the time. • gives the sakin letters their characteristics, especially those of; softness, whisper, whistling, tikrar, Tawassut, Tfashee and Istitaala. • Meem and Noon with Shaddah are pronounced with a strong Ghunna of 2 haraqah (accurately and consistently) • Makes the ُ in Allah's name heavy when preceded by Fat-ha or Dammah, and light when preceded by Kasra • Able to make ِ heavy or light when applicable • Makes the Alif heavy when preceded by a heavy letter • Makes the ghunnah heavy when Noon-tanween is followed by a heavy letter • Pronounces letters of Tawasutt without qalqalah but with some pressure. • Spends time on soft sakin letters to allow their characteristics to be visible. 	<ul style="list-style-type: none"> • gives most characteristics especially: Qalqalah, Ghunna and tafkheem/Tarqeeq. • Some application of other characteristics in sakin letters • Most of times the Noon and Meem Mushaddatan are pronounced with a ghunnah of 2 haraqah • knows when to make ُ heavy and when to make ِ heavy if it falls into general rule (no exceptions expected) • makes the Alif heavy when preceded by a heavy letter • Makes the ghunnah heavy when Noon-tanween is followed by a heavy letter. Not necessarily consistently. 	<ul style="list-style-type: none"> • Sometimes gives characteristics of qalqala and tafkheem, but the application may be weak • Often makes ُ heavy when applicable and sometimes makes ِ heavy, but rules are inconsistently applied • Gives some time the ghunnah to the Meem or Noon Mushaddatan • Struggles with application of Istitaala, Tikrar, vibration and Itbaaq 	<ul style="list-style-type: none"> • Recognises the letters, but pronounces most of those listed below incorrectly • shows no to little understanding of heavy, Qalqalah letters or of Ghunnah. • No accuracy or consistency in recognising or applying heaviness, Qalqala or Ghunnah 	<p>May not know any characteristics of letters May possibly know how to make letters heavy or light Does not necessarily know the ghunnah in the right place or how to apply it from the nose.</p>

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C Madd	<ul style="list-style-type: none"> • Madd due to hamza accurately and consistently lengthened • Madd due to sukoon Arid applied consistently 2, 4 or 6 Haraqas • Madd Lazim is correctly and consistently elongated by 6 Haraqas • Madd lazim in letters (idgham and timing in the beginning of surah) • The application of level is consistent with the priorities of the different madds. • Student applies madd Iwad correctly and consistently • Applies madd Badl consistently and correctly • Recites Madd silla kubrah with correct haraqah and consistent • Able to recognize the exception in the rule of madd sillah • Madd Assilla sughrah recited with two harqah • Reads the Leen letters according to the different possible ways (elongate or shorten) • Understands and applies the three ways of recitation in the beginning of Surah Al-Imran. • Knows and applies the different ways of stopping: Rawm, Ishmaam, sukoon Mahd 	<ul style="list-style-type: none"> • Confident in elongating the madd in: <ol style="list-style-type: none"> 1. Arid: 2,4,6 2. Hamza: 4.5 3. Lazim: 6 • Applies madd Iwad. • Applies madd badal • Applies madd sillah generally without knowledge of exception 	<ul style="list-style-type: none"> • Recognizes the madd symbol, hence elongates with correct length in arid and due to hamza she can do 4. Lazim 6 haraqah. • Applies madd Iwad. 	<ul style="list-style-type: none"> • Recognises the symbol for Madd and elongates branched Madd beyond 2 haraqa • Shows no understanding of the rules of Madd • Shows no knowledge of the number of haraqah of elongation • Student sometimes incorrectly elongates the natural Madd or shortens it to length of a vowel • Elongation is not consistent nor accurate 	<ul style="list-style-type: none"> • No understanding of Madd or the correct length • May recognize the symbol and elongates, but not correctly or consistently

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<p style="text-align: center;">D</p> <p style="text-align: center;">Noon Sakinah and Tanween - Meem Sakinah Mutamathilan, Mutajanisan, Mutaqariban</p>	<ul style="list-style-type: none"> • All rules of Noon Sakinah identified in recitation. • Makes no mistakes in Ikhfaa, Idgham, Ith-har and Iqlab • Length of Ghunnah is consistently applied at 2 Haraqah • Can recitation levels of ghunnah and levels of Tafkheem • Ghunna is made Heavy and light in line with the letter before it • Reads clearly, Merges or hides Meem sakinah when applicable. • Can merge or hide when applicable with letters that are Mutamathil, Mutajanis and Mutaqarib, with sound knowledge of the exceptions. 	<ul style="list-style-type: none"> • Knows to make a ghunnah in Ikhfaam, Idgham and iqlab, but does not distinguish between the rules • Makes no mistakes in Ikhfaa, Idgham, Ith-har and Iqlab • Length of Ghunnah is consistently applied at 2 • Ghunna is often made heavy and light in line with the letter before it • Often able to apply the rules of Meem Sakinah • Often applies rules of mutamathil, mutajanis, mutaqarib. No in depth understanding. 	<ul style="list-style-type: none"> • Applies Ghunnah to the letters and sometime apply Idgham or Ikhfaa, but inconsistently and with confusion between rules. • Makes mistakes in ikhfaa idgham ith-har and iqlab at times. • Makes ghunna in the correct places sometimes, but no consistent in length and strength • Application of the ghunnah • No knowledge of heaviness of the Ghunna (Ikhfaa) • Weak application of other merging or hiding of other letters 	<ul style="list-style-type: none"> • Cannot apply any of the Noon Sakinah rules in her recitation • Does not know any of the rules of this category • Apply Ghunna sometimes, to Meem and Noon Mushaddatan, but inconsistently and with no understanding of length of Ghunnah • Not able to recognise when to merge letters that are similar in Makhraj or characteristics 	<ul style="list-style-type: none"> • No understanding of the rules of Noon Sakinah • May at times read with Ghunna, but not with correct length, and not in the correct rule.

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E Stop and start	<ul style="list-style-type: none"> • أو الوقف على النفي (ومامن إله) • Does not stop at on a الوقف القبيح such as stopping or starting on a word that changes the apparent meaning eg, (إن الله لا يهدي) • Identifies if their stopping is • A. complete: can start on next word • B. sufficient: can start on next word • Good: must link with last word. • Students begins on Hamzatul wasl in nouns with correct tashkeel • Begins on hamzatul wasl in verbs with correct tashkeel • stops correctly on ؓ and on ّ • Correctly stop on tanween fath as Madd Iwad with two haraqah. • Student stops on WAW and YAA mushaddatan correctly (nabr) • Correctly recites two sakins meeting (whether through removal of letter or changing of vowel ending) • Word ending with tanween and beginning with sakin • Word ending with sakin and starting with hamzatulwasl • Word ending with madd letter and beginning with sakin • Correctly recites words where two hamzas meet (tasheel or madd) 	<ul style="list-style-type: none"> • Consistently stops at correct symbols. • May have some understanding of types/quality of stopping/starting • Begins on Hamzatul wasl in nouns with correct tashkeel • Begins on hamzatul wasl in verbs with correct tashkeel • stops correctly on ؓ and on ّ • Correctly stop on tanween fath as Madd Iwad with two haraqah. • Correctly recites two sakins meeting most of the time (whether through removal of letter or changing of vowel ending) 	<ul style="list-style-type: none"> • Stops at correct symbols • Knows how to join last word with first word. • Begins on Hamzatul wasl in nouns with correct tashkeel • Often begins on hamzatul wasl in verbs with correct tashkeel, but not consistent • stops correctly on ؓ and on ّ • Stops correctly on ؓ and on ّ sometimes • Often stop on tanween fath as Madd Iwad with two haraqah. • Often recites recites two sakins meeting (whether through removal of letter or changing of vowel ending) 	<ul style="list-style-type: none"> • Does not always know where a word begins or ends • Often stops in the middle of a word • Recognizes that Hamzatulwasl is established when starting on the word • Can recognize that Hamzatulwasl is not pronounced when continuing recitation but may practically pronounce it still. • The Tashkeel of the Hamzatul wasl is often correct in the definite article (AL) • Does not know how to begin with hamzatul wasl in verbs. • Does not stop correctly on ؓ and on ّ • If student stops at the end of a word, she does not stop with Sukoon • Recites some fluency but still struggles with joining words and hence there is often errors in shortening and elongation. 	<ul style="list-style-type: none"> • Does not know the beginning and ending of words • Pauses in middle of word • Does not know to stop on sakin • Does not know the tashkeel of hamzatul Wasl.