IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 5 - Reading Foundation

Criterion A: Oral Communication – Question and Answer

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| --- | --- |
| **Achievement Level** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors given below. |
| **1-2** | The student:   * makes a limited attempt to construct meaning in social and some academic situations, integrating complex details and ideas * makes a limited attempt to respond appropriately to spoken texts in social and some academic situations * makes a limited attempt to engage in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on some topics of personal and global significance |
| **3-4** | The student:   * at times constructs meaning in social and some academic situations, integrating complex details and ideas * responds to some spoken texts in social and some academic situations; some responses are inappropriate * occasionally engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance |
| **5-6** | The student:   * usually constructs meaning in social and some academic situations, integrating complex details and ideas * responds appropriately to most spoken texts in a range of social and some academic situations * usually engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance |
| **7-8** | The student:   * constructs meaning in social and some academic situations, integrating complex details and ideas * responds appropriately to spoken texts in a range of social and some academic situations * engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance |
| What level do you think you should get? | What did you do well? What do you think you could have done better? |
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| Level awarded by your teacher: | Comments: |
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IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 5- Reading Foundation

Criterion A: Oral Communication – Presentation

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| **Achievement Level** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors given below. |
| **1-2** | The student:   * makes a limited attempt to communicate information containing relevant and focused ideas supported by examples and illustrations in a variety of situations * uses limited vocabulary and grammatical structures, with frequent errors * uses inaccurate intonation and frequently hesitates, which interferes with comprehensibility * makes a limited attempt to use language to suit the context |
| **3-4** | The student:   * communicates some information containing relevant and focused ideas supported by examples and illustrations in a variety of situations * uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors * makes some errors in intonation and shows some lapses in fluency, which sometimes interferes with comprehensibility * uses some language to suit the context |
| **5-6** | The student:   * communicates ample information containing relevant and focused ideas supported by examples and illustrations in a variety of situations * makes good use of a range of vocabulary and grammatical structures, generally accurately * makes some errors in intonation and shows some lapses in fluency; this does not interfere with communication * usually uses language to suit the context |
| **7-8** | The student:   * communicates substantial information containing relevant and focused ideas supported by examples and illustrations in a variety of situations * makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately * speaks with intonation and fluency that contribute effectively to communication * uses language to suit the context |
| What level do you think you should get? | What did you do well? What do you think you could have done better? |
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| Level awarded by your teacher: | Comments: |
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IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 5- Reading Foundation

Criterion B: Visual Interpretation

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| **Achievement Level** | **Descriptor** |
| **0** | The student does not reach a standard described by any of descriptors given below. |
| **1-2** | The student:   * makes a limited attempt to analyze information, main ideas and supporting details in visual texts dealing with social and some academic situations * makes a limited attempt to analyze some conventions in visual texts dealing with a range of social and some academic situations * makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives * shows limited understanding of the content of the visual, spoken and written text as a whole |
| **3-4** | The student:   * at times analyzes and draws some conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations * analyzes some conventions in visual texts dealing with a range of social and some academic situations * occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes, points of view and global perspectives * shows some understanding of the content of the visual, spoken and written text as a whole |
| **5-6** | The student:   * shows understanding of most information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations * understands most conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations * usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes and points of view * shows considerable understanding of the content of the visual, spoken and written text as a whole |
| **7-8** | The student:   * analyzes and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations * analyzes conventions in visual texts dealing with a range of social and some academic situations * engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes, points of view and global perspectives * shows perceptive understanding of the content of the visual, spoken and written text as a whole |
| What level do you think you should get? | What did you do well? What do you think you could have done better? |
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| Level awarded by your teacher: | Comments: |
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IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 5- Reading Foundation

Criterion C: Reading Comprehension

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| **Achievement Level** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors given below. |
| **1-2** | The student:   * makes a limited attempt to analyze information, main ideas and supporting details, and draw conclusions in texts dealing with social and some academic situations * has difficulty analyzing aspects of format and style, and also the author’s purpose for writing * makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives * shows limited understanding of the content of the text as a whole |
| **3-4** | The student:   * at times analyzes and draws some conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations * analyzes some aspects of format and style, and author’s purpose for writing * occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes, points of view and global perspectives * shows some understanding of the content of the text as a whole |
| **5-6** | The student:   * usually analyzes and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations * analyzes most aspects of format and style, and author’s purpose for writing * usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes, points of view and global perspectives * shows considerable understanding of the content of the text as a whole |
| **7-8** | The student:   * analyzes and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations * analyzes aspects of format and style, and author’s purpose for writing * engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes, points of view and global perspectives * shows perceptive understanding of the content of the text as a whole |
| What level do you think you should get? | What did you do well? What do you think you could have done better? |
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| Level awarded by your teacher: | Comments: |
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International Baccalaureate Middle Years Programme

Modified Assessment Criteria for Language B Level 5 - Reading Foundation

Criterion D: Writing

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| **Achievement Level** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors given below. |
| **1-2** | The student:   * has difficulty writing complex texts to express ideas and opinions in social and some academic situations. Shows little depth in understanding of the topic. Ideas are irrelevant and repetitive; opinions have little or no relevant support * has difficulty organizing information and ideas into a well-structured text; uses a limited range of cohesive devices; lapses in structure interfere with the development of the text * has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication * writes with little sense of register, purpose or style |
| **3-4** | The student:   * writes complex texts to express some ideas and opinions in social and some academic situations. Shows some depth in understanding of the topic, though some of the message remains superficial; ideas are not always relevant and opinions are insufficiently supported * organizes some information and ideas effectively; text is structured appropriately and allows for the development of some ideas; uses a variety of cohesive devices * uses a range of vocabulary, complex grammatical structures and conventions; some errors and inappropriate word choice occasionally interfere with communication * writes with some sense of register, purpose and style |
| **5-6** | The student:   * writes complex texts to express clearly a range of ideas and opinions in social and some academic situations. Shows satisfactory depth in understanding of the topic; ideas and opinions are relevant and generally supported * usually organizes information and ideas effectively into a well- structured text; makes good use of a variety of cohesive devices to develop ideas * makes good use of a range of vocabulary, complex grammatical structures and conventions; errors do not affect comprehensibility * writes effectively with a sense of register, purpose and style |
| **7-8** | The student:   * writes complex texts effectively to express a wide range of ideas and opinions in social and some academic situations; shows good depth in understanding of the topic; ideas and opinions are relevant, focused and supported by examples and illustrations * organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices that enhance the development of ideas * makes excellent use of a range of vocabulary, complex grammatical structures and conventions to write effectively and accurately * writes effectively with a clear sense of register, purpose and style |
| What level do you think you should get? | What did you do well? What do you think you could have done better? |
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| Level awarded by your teacher: | Comments: |
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