IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 6 - Reading Standard

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 analyse the important information, details and ideas in social and academic interactions * makes a limited attempt to respond appropriately to a wide range of spoken texts in social and academic situations * makes a limited attempt to engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance |
| **3-4** | The student:   * at times analyses the important information, details and ideas in social and academic interactions * responds to some spoken texts in social and academic situations; some responses are inappropriate * occasionally engages in unrehearsed and complex exchanges, giving some analysis and explanation, on a wide range of topics of personal and global significance |
| **5-6** | The student:   * usually analyses the important information, details and ideas in social and academic interactions * responds appropriately to most spoken texts in a wide range of social and academic situations * usually engages in unrehearsed and complex exchanges, giving analysis and explanation, on a wide range of topics of personal and global significance |
| **7-8** | The student:   * analyses the important information, details and ideas in social and academic interactions * responds appropriately to spoken texts in a wide range of social and academic situations * engages in unrehearsed and complex exchanges, giving detailed analysis and explanation, on a wide 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 6- Reading Standard

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 complex ideas in a wide variety of situations * uses limited vocabulary and grammatical structures, with frequent errors * makes a limited attempt to use some oratory technique |
| **3-4** | The student:   * communicates some information containing complex ideas in a wide variety of situations * uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors * speaks with a limited level of competence in oratory technique |
| **5-6** | The student:   * communicates ample information and complex ideas in a wide variety of situations * makes good use of a range of vocabulary and grammatical structures, generally accurately * speaks with an adequate level of competence in oratory technique |
| **7-8** | The student:   * communicates substantial information containing complex ideas and some sophisticated language in a wide variety of situations * makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately * speaks with a good level of competence in oratory technique |
| 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 6- Reading Standard

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 evaluate information, main ideas and supporting details in visual texts dealing with social and academic situations * makes a limited attempt to evaluate some conventions in visual texts dealing with a range of social and academic situations * makes a limited attempt to engage with the visual text by synthesizing 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 evaluates and draws some conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations * evaluates some conventions in visual texts dealing with a range of social and academic situations * occasionally engages with the visual text by synthesizing 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 visual, spoken and written text as a whole |
| **5-6** | The student:   * usually evaluates and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations * evaluates most conventions in visual texts dealing with a range of social and academic situations * usually engages with the visual text by synthesizing 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 visual, spoken and written text as a whole |
| **7-8** | The student:   * evaluates and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations * evaluates conventions in visual texts dealing with a range of social and academic situations * engages with the visual text by synthesizing 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 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 6- Reading Standard

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 evaluate information, main ideas and supporting details, and draw conclusions in a wide range of texts dealing with social and academic situations * makes a limited attempt to evaluate texts but has difficulty making inferences and interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose * makes a limited attempt to engage with the text by synthesizing 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 evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations * evaluates texts by making some inferences that are supported with details from the text and by superficially interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose * occasionally engages with the text by synthesizing 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 evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations * evaluates texts by making inferences that are supported with details from the text and by interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose * usually engages with the text by synthesizing 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:   * evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations * evaluates texts by making inferences convincingly supported with details from the text and by interpreting the author’s choice of style, format and ideas to suit an intended audience and purpose * engages with the text by synthesizing 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: |
|  |

International Baccalaureate Middle Years Programme

Modified Assessment Criteria for Language B Level 6 - Reading Standard

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 texts to express ideas and opinions supported by examples and illustrations in a wide range of social and academic contexts. 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 clearly and effectively into a logical and well-structured text; uses a limited range of cohesive devices * has difficulty using a range of vocabulary, complex grammatical structures and conventions; frequent errors interfere with communication * writes with little effect or creativity; there is little sense of register, purpose or style |
| **3-4** | The student:   * writes texts to express some ideas and opinions in a wide range of social and academic contexts. Shows some depth in understanding of the topic, though some of the message remains superficial; ideas are not always relevant and opinions insufficiently supported * organizes some information and ideas clearly and effectively into a logical and well-structured text; uses a range of cohesive devices effectively * uses a range of vocabulary, complex grammatical structures and conventions; some errors and inappropriate word choice occasionally affect comprehensibility * writes with some effect and creativity and some sense of register, purpose and style |
| **5-6** | The student:   * writes complex texts to express clearly a range of focused ideas and opinions in a wide range of social and academic contexts. Shows satisfactory depth in understanding of the topic; ideas and opinions are relevant and generally supported * usually organizes information and ideas clearly and effectively into a logical and well-structured text; uses a wide range of cohesive devices effectively * makes good use of a range of vocabulary, complex grammatical structures and conventions; errors do not affect comprehensibility * writes with considerable effect and creativity and a clear sense of register, purpose and style |
| **7-8** | The student:   * writes sophisticated, complex texts effectively to express a wide range of focused ideas and opinions in a wide range of social and academic contexts. Shows a sophisticated, in-depth understanding of the topic; ideas and opinions are relevant, focused and supported by examples and illustrations * organizes information and ideas clearly and effectively into a logical and well-structured text; uses a wide range of cohesive devices effectively * makes excellent use of a wide range of vocabulary, complex grammatical structures and conventions to write effectively and accurately * writes with a high degree of effect and creativity and 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? |
|  |
| Level awarded by your teacher: | Comments: |
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