IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

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 identify some basic information in everyday situations * makes a limited attempt to respond to simple short phrases; responses are often inappropriate * makes a limited attempt to interact in simple and rehearsed exchanges, using minimal verbal and non-verbal language |
| 3-4 | The student:   * identifies some basic information in everyday situations * responds to some simple short phrases; some responses are inappropriate * occasionally interacts in simple and rehearsed exchanges, using some verbal and non-verbal language |
| 5-6 | The student:   * identifies most basic information in everyday situations * responds appropriately to most simple short phrases * usually interacts in simple and rehearsed exchanges, using verbal and non-verbal language |
| 7-8 | The student:   * identifies basic information in everyday situations * responds appropriately to most simple short phrases * interacts in simple and rehearsed exchanges, using verbal and non- verbal language |
| 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: |
|  |

IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

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 in a limited range of everyday situations * uses a limited vocabulary, and has difficulty in finding words * uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange * makes a limited attempt to use language to suit the context |
| 3-4 | The student:   * communicates some information in a limited range of everyday situations * uses a basic range of vocabulary, with some inappropriate word choice * uses pronunciation and intonation with some errors, some of which make understanding difficult * uses some language to suit the context |
| 5-6 | The student:   * communicates information on some aspects of a topic in everyday situations * makes good use of a basic range of vocabulary, generally accurately * uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility * usually uses language to suit the context |
| 7-8 | The student:   * communicates information on a variety of aspects of a topic in everyday situations * makes excellent use of a basic range of vocabulary, generally accurately * uses clear pronunciation and intonation, which makes communication easy * 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 1

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 identify basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations * makes a limited attempt to recognize some basic conventions in visual texts dealing with everyday 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 and attitudes * shows limited understanding of the content of the visual, spoken and written text as a whole |
| 3-4 | The student:   * identifies some basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations * recognizes some basic conventions in visual texts dealing with everyday situations * occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences and attitudes * shows some understanding of the content of the visual, spoken and written text as a whole |
| 5-6 | The student:   * identifies most basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations * recognizes most basic conventions in visual texts dealing with everyday situations * usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences and attitudes * shows considerable understanding of the content of the visual, spoken and written text as a whole |
| 7-8 | The student:   * identifies basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations * recognizes basic conventions in visual texts dealing with everyday situations * engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences and attitudes * shows thorough 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? |
|  |
| Level awarded by your teacher: | Comments: |
|  |

IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

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 identify basic facts, main ideas and supporting details in simple short written texts with familiar language * has difficulty recognizing basic aspects of format and style, and 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 and attitudes * shows limited understanding of the content of the text as a whole |
| 3-4 | The student:   * identifies some basic facts, main ideas and supporting details in simple short written texts with familiar language * recognizes some basic 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 and attitudes * shows some understanding of the content of the text as a whole |
| 5-6 | The student:   * identifies most basic facts, main ideas and supporting details in simple short written texts with familiar language * recognizes most basic 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 and attitudes * shows considerable understanding of the content of the text as a whole |
| 7-8 | The student:   * identifies basic facts, more complex ideas and supporting details in simple short written texts with familiar language * recognizes basic 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 and attitudes * shows thorough 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? |
|  |
| Level awarded by your teacher: | Comments: |
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International Baccalaureate Middle Years Programme

Modified Assessment Criteria for Language B Level 1

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:   * makes a limited attempt to write basic phrases to express ideas and feelings in a limited range of everyday situations * has difficulty organizing basic information, and basic cohesive devices are not used * has difficulty using basic vocabulary, grammatical structures and conventions; many errors * makes a limited attempt to write with a sense of audience |
| 3-4 | The student:   * writes some basic phrases to express ideas and feelings in a limited range of everyday situations * organizes some basic information and uses a limited range of basic cohesive devices * uses a limited range of basic vocabulary, grammatical structures and conventions; some errors and inappropriate word choice * writes with some sense of audience |
| 5-6 | The student:   * writes a variety of basic phrases to express ideas and feelings in a limited range of everyday situations * usually organizes basic information and uses a limited range of basic cohesive devices * makes good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately * usually writes with a sense of audience |
| 7-8 | The student:   * writes a wide variety of basic phrases effectively to express ideas and feelings in a limited range of everyday situations * organizes basic information and uses a range of basic cohesive devices * makes excellent use of a basic range of vocabulary, grammatical structures and conventions, generally accurately * writes with a sense of audience |
| 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: |
|  |