IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 1

Criterion A: Oral Communication – Question and Answer

|  |  |
| --- | --- |
| **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? |
|  |
| Level awarded by your teacher: | Comments: |
|  |

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

|  |  |
| --- | --- |
| **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: |
|  |

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: |
|  |