IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 2

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:* has difficulty understanding most information in familiar situations
* makes a limited attempt to respond appropriately to simple spoken texts in a limited range of familiar situations
* makes a limited attempt to interact in basic structured exchanges on a limited variety of aspects within familiar situations
 |
| 3-4 | The student:* shows understanding of some information in familiar situations
* responds to some simple spoken texts in a limited range of familiar situations; some responses are inappropriate
* occasionally interacts in basic structured exchanges on a limited variety of aspects within familiar situations
 |
| 5-6 | The student:* shows understanding of most information in familiar situations
* responds appropriately to most simple spoken texts in a limited range of familiar situations
* usually interacts in basic structured exchanges on a limited variety of aspects within familiar situations
 |
| 7-8 | The student:* shows understanding of information in familiar situations
* responds appropriately to spoken texts in a limited range of familiar situations
* interacts in basic structured exchanges on a limited variety of aspects within familiar situations
 |
| 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 2

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 ideas and some details in familiar situations
* uses limited vocabulary and grammatical structures, with frequent errors
* 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 containing relevant ideas and some details in familiar situations
* uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors
* 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 ample information containing relevant ideas and some details in familiar situations
* makes good use of a basic range of vocabulary and grammatical structures, 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 substantial information containing relevant ideas and some details in familiar situations
* makes excellent use of a basic range of vocabulary and grammatical structures, 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: |
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IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 2

Criterion B: Visual Interpretation

|  |  |
| --- | --- |
| **Achievement Level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of descriptors given below. |
| 1-2 | The student:* has difficulty understanding messages, main ideas and supporting details in simple visual texts dealing with familiar situations
* makes a limited attempt to recognize some basic conventions in visual texts dealing with familiar 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:* shows understanding of some messages, main ideas and supporting details in simple visual texts dealing with familiar situations
* recognizes some basic conventions in visual texts dealing with familiar 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:* shows understanding of most messages, main ideas and supporting details in simple visual texts dealing with familiar situations
* recognizes most basic conventions in visual texts dealing with familiar 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:* shows understanding of messages, main ideas and supporting details in simple visual texts dealing with familiar situations
* recognizes basic conventions in visual texts dealing with familiar 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 2

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:* has difficulty understanding basic facts, main ideas and supporting details in 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 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 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, and draws conclusions in texts with familiar language
* recognizes 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 2

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 simple text to express ideas and feelings in a limited range of familiar situations. Ideas are basic and repetitive; they are not always relevant and little or no detail is given
* has difficulty organizing information and ideas and using a range of basic cohesive devices; there is little or no structure, making the ideas difficult to follow
* has difficulty using basic vocabulary, grammatical structures and conventions; frequent errors interfere with communication
* makes a limited attempt to write with a sense of audience
 |
| 3-4 | The student:* writes some phrases in a simple text to express ideas and feelings in a limited range of familiar situations. Ideas are usually relevant, though they can contain limited detail
* organizes some information and ideas and uses a range of basic cohesive devices; there is a reasonable attempt at structure
* uses a basic range of vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication
* writes with some sense of audience
 |
| 5-6 | The student:* writes a range of phrases and expressions in a simple text to communicate ideas and feelings in a limited range of familiar situations. Ideas are relevant and contain some detail and examples
* usually organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure
* makes good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication
* usually writes with a sense of audience
 |
| 7-8 | The student:* writes a wide range of phrases and expressions in a simple text effectively to communicate ideas and feelings in a limited range of familiar situations. Ideas are relevant, detailed and include examples
* organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure and cohesive devices add clarity to the message
* makes excellent use of a basic range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication
* 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: |
|  |