IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 2

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:   * 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: |
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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? |
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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 2

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