IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 3

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

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 and some unfamiliar situations
* uses limited vocabulary and grammatical structures, with frequent errors
* uses pronunciation and intonation that are inaccurate and consistently interfere with comprehensibility
* 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 and some unfamiliar situations
* uses a range of vocabulary and grammatical structures, with some inappropriate word choice and errors
* makes mistakes in pronunciation and intonation that sometimes interfere with comprehensibility
* uses some language to suit the context
 |
| 5-6 | The student:* communicates ample information containing relevant ideas and some details in familiar and some unfamiliar situations
* makes good use of a range of vocabulary and grammatical structures, generally accurately
* makes occasional mistakes in pronunciation and intonation but these rarely 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 and some unfamiliar situations
* makes excellent use of a range of vocabulary and grammatical structures, generally accurately
* makes occasional mistakes in pronunciation and intonation but these do not interfere with comprehensibility
* 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 3

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 information, main ideas and supporting details in visual texts dealing with familiar and some unfamiliar situations
* makes a limited attempt to understand some conventions in visual texts dealing with a limited range of familiar and some unfamiliar 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, attitudes and points of view
* shows limited understanding of the content of the visual, spoken and written text as a whole
 |
| 3-4 | The student:* shows understanding of some information, main ideas and supporting details in visual texts dealing with familiar and some unfamiliar situations
* understands some conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations
* occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes and points of view
* shows some understanding of the content of the visual, spoken and written text as a whole
 |
| 5-6 | The student:* shows understanding of most information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations
* understands most conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations
* usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes and points of view
* shows considerable understanding of the content of the visual, spoken and written text as a whole
 |
| 7-8 | The student:* shows understanding of information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations
* understands conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations
* engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes and points of view
* 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? |
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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 3

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 information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language
* has difficulty understanding 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, attitudes and points of view
* shows limited understanding of the content of the text as a whole
 |
| 3-4 | The student:* shows understanding of some information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language
* understands some 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, attitudes and points of view
* shows some understanding of the content of the text as a whole
 |
| 5-6 | The student:* shows understanding of most information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language
* understands most 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, attitudes and points of view
* shows considerable understanding of the content of the text as a whole
 |
| 7-8 | The student:* shows understanding of information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language
* understands 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, attitudes and points of view
* 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 3

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 express ideas and opinions in familiar and some unfamiliar situations. Communication is incoherent; ideas are generally irrelevant and repetitive; opinions are unsupported
* has difficulty organizing information and ideas logically; uses a limited range of basic cohesive devices; there is little or no structure, making the ideas difficult to follow
* has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication
* writes with little sense of audience or purpose
 |
| 3-4 | The student:* expresses some ideas and opinions in familiar and some unfamiliar situations. Communication is sometimes incoherent; ideas are sometimes irrelevant or repetitive; opinions are often unsupported
* organizes some information and ideas logically; uses a range of basic cohesive devices; there is a reasonable attempt at structure
* uses a range of vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication
* writes with some evidence of a sense of audience and purpose
 |
| 5-6 | The student:* expresses clearly a range of ideas and opinions in familiar and some unfamiliar situations. More complex ideas are sometimes not clear but are generally relevant; opinions are sometimes justified
* usually organizes information and ideas logically and uses a range of basic cohesive devices; there is an appropriate structure
* makes good use of a range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication
* writes with a sense of audience and purpose
 |
| 7-8 | The student:* effectively expresses a wide range of ideas in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations
* organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure, and cohesive devices add clarity and coherence to the message
* makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication
* clearly writes with a sense of audience and purpose
 |
| 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: |
|  |