IB Middle Years Programme

Modified Assessment Criteria for Language B Phase 3

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