



## Assessment Criteria Year 10 Level 5 2011

## MYP Language B Advanced: Assessment Criteria

## Criterion A: oral communication—message and interaction (Maximum 8)

To what extent:

- does the student show the ability to communicate ideas, interact and maintain the flow of the conversation?
- can the student communicate information, ideas and opinions?
- can the student respond and react in a sophisticated manner to questions and ideas (familiar and spontaneous situations)
- can the student contribute to the conversation and engage actively?
- can the student maintain a flow of ideas and a logical continuity in the conversation?

Tasks used to assess criteria A and B often include discussions, debates, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information at a <b>superficial level</b> ; ideas may be <b>irrelevant</b> and/or <b>frequently repetitive</b> ; ideas and opinions have <b>little or no relevant support</b> . The student shows <b>little or no understanding</b> of the topic through their responses and reactions. The student <b>needs prompting</b> to engage in conversation. There are <b>lapses</b> in coherence of ideas and these <b>interfere</b> with the flow of the message and interaction.
3–4	The student communicates <b>basic information easily</b> but has <b>difficulty with more-complex</b> information; ideas are <b>not always relevant</b> ; ideas and opinions are <b>insufficiently supported</b> . The student shows <b>some understanding</b> of the topic through their responses and reactions, though <b>some of the discussion</b> remains <b>superficial</b> . The student <b>engages</b> in conversation, but <b>needs prompting at times</b> . There are <b>some lapses</b> in coherence of ideas but these <b>do not interfere</b> with the flow of the message and interaction.
5–6	The student communicates <b>most information with ease</b> , though there may be <b>some difficulty with more-complex information</b> ; ideas and opinions are <b>relevant and generally supported</b> . The student shows a <b>good understanding</b> of the topic through their responses and reactions. The student <b>actively engages</b> in conversation. The message and interaction <b>generally flow coherently</b> .
7–8	The student communicates <b>basic and complex information with ease</b> ; ideas and opinions are <b>relevant, focused and supported by examples and illustrations</b> . The student shows a <b>complete and sophisticated understanding</b> of the topic through their responses and reactions. The student is <b>actively engaged and contributes much</b> to the conversation. The student's <b>coherent structuring</b> of ideas <b>enables the flow</b> of the message and interaction.

1. Reading from prepared texts or the use of memorized speeches does not constitute real interaction according to language B objectives.

2. Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.

3. Spontaneous engagement in the conversation needs to be appropriate to the conversation and to the cultural context.



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Criterion B: oral communication—Style and language use (Maximum 8)

To what extent does the student:

- show the ability to use the language effectively and accurately?
- use clear pronunciation and/or intonation?
- correctly use a range of vocabulary?
- correctly use a range of grammatical structures?
- show the ability to adapt register and style of language to the situation?

Tasks used to assess criteria A and B often include discussions, pair work, interviews, presentations with question and answer sessions, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student uses <b>inaccurate intonation</b> and/or <b>frequently hesitates</b> , which <b>interferes</b> with comprehensibility. The student shows <b>little variety</b> in vocabulary and idiom; grammar is <b>often inaccurate or inappropriate</b> . There is <b>little sense</b> of register or style.
3–4	The student makes <b>some errors</b> in intonation and/or shows <b>some lapses</b> in fluency, which <b>sometimes interferes</b> with comprehensibility. The student's vocabulary is <b>varied though sometimes inappropriate</b> for the context; <b>some errors</b> occur in <b>basic and complex grammar</b> . Register and style are <b>apparent</b> but are <b>inconsistent</b> and/or <b>inappropriate</b> .
5–6	The student makes <b>some errors</b> in intonation and/or shows <b>some lapses</b> in fluency, but this <b>does not interfere</b> with communication. The student's vocabulary is <b>varied and generally correct</b> , with <b>some idiomatic expressions</b> ; <b>basic grammar</b> is <b>accurate</b> , though <b>some errors</b> occur with <b>complex grammar</b> . Register and style are <b>generally appropriate</b> to the task.
7–8	The student's intonation and fluency <b>contribute effectively</b> to communication. The student's vocabulary is <b>varied, appropriate and idiomatic</b> . The student uses <b>basic and complex grammar</b> with a <b>good degree of accuracy</b> . Register and style are <b>effective and appropriate</b> to the task.

1. Intonation: clarity must be considered here, rather than issues of accent.

2. Fluency: this refers to the student's ability to maintain a flow in linking words and phrases, similar to that of a native speaker.

3. Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.



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Criterion C: writing—Message and Organization (Maximum 8)

To what extent:

- does the student show the ability to communicate, organize and support relevant ideas?
- can the student provide information and ideas
- can the student respond to the topic in a sophisticated manner and develop ideas
- can the student use a format and structure appropriate to the task to organize the work?

Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, etc. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student communicates information at a <b>superficial level</b> ; ideas may be <b>irrelevant</b> and/or <b>frequently repetitive</b> ; opinions have <b>little or no relevant support</b> . The student shows <b>little depth</b> in understanding of the topic. There are <b>lapses</b> in structure and these <b>interfere</b> with the development of ideas.
3–4	The student communicates <b>basic information easily</b> but has <b>difficulty with more-complex information</b> ; ideas are <b>not always relevant</b> and/or opinions are <b>insufficiently supported</b> . The student shows <b>some depth</b> in understanding of the topic, though some of the message <b>remains superficial</b> . The structure is <b>mostly appropriate</b> : there are <b>some lapses</b> but these <b>do not interfere</b> with the development of ideas.
5–6	The student communicates <b>most information with ease</b> , though there may be <b>some difficulty with complex information</b> ; ideas and opinions are <b>relevant and generally supported</b> . The student shows <b>satisfactory depth</b> in understanding of the topic. There is an <b>appropriate</b> structure and the student makes <b>good use of cohesive devices</b> .
7–8	The student communicates <b>complex information</b> ; ideas and opinions are <b>relevant, focused and supported</b> by examples and illustrations where appropriate. The student shows a <b>sophisticated, in-depth</b> understanding of the topic. The structure is <b>clear and effective</b> and <b>adds to the message</b> being conveyed; <b>cohesive devices enhance</b> the development of ideas.

1. Structure: this refers to the format or pattern of the piece of writing. For example, this may involve an introduction, development and conclusion as in some types of formal essay.

2. Cohesive devices: this refers to the grammatical and/or lexical items that link the different elements of a text.

3. Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks.



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Criterion D: Writing—Style and Language use (Maximum 8)

To what extent :

- does the student show the ability to use the language effectively and accurately?
- can the student correctly use a range of vocabulary and idiom?
- can the student correctly use a range of grammatical structures and syntax?
- can the student show accuracy in spelling or writing of characters?
- can the student write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, critical reviews, news articles, editorials, essays, creative writing, etc. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows <b>little variety</b> in vocabulary and idiom; grammar is <b>often inaccurate or inappropriate</b> , though this <b>does not affect</b> comprehensibility. There are <b>some errors</b> in spelling/writing that <b>occasionally interfere</b> with communication. There is an <b>attempt</b> at addressing <b>audience</b> . However, <b>register</b> and/or <b>style</b> are <b>often inconsistent and/or inappropriate</b> .
3–4	The student's choice of vocabulary is <b>varied though sometimes inappropriate</b> for the context; <b>some errors</b> occur in <b>basic and complex grammar</b> , though these <b>do not affect comprehensibility</b> . There are <b>occasional errors</b> in spelling/writing, but these <b>do not interfere</b> with communication. There is a <b>good attempt</b> at addressing <b>audience</b> . However, <b>register</b> and/or <b>style</b> are <b>sometimes inconsistent and/or inappropriate</b> .
5–6	The student's choice of vocabulary is <b>varied and appropriate</b> with <b>some idiomatic expressions</b> . Basic grammar is <b>accurate</b> ; although <b>some errors</b> occur in <b>complex grammar</b> , these <b>do not affect comprehensibility</b> . Spelling/writing <b>contributes to the quality</b> of the work. There is a <b>clear sense of audience</b> ; <b>register and style</b> are <b>appropriate</b> to the task.
7–8	The student's choice of vocabulary is <b>varied, sophisticated and idiomatic</b> . The student uses <b>complex grammar that adds to the style</b> of the text; he/she shows the <b>ability to manipulate</b> the language. Spelling/writing <b>contributes to the quality</b> of the work. There is a <b>clear sense of audience</b> ; <b>register and style</b> are <b>effective</b> . The student may be <b>creative with the language</b> , or show <b>humour or irony</b> when appropriate to the task.

1. The importance attached to the assessment of spelling and/or writing will vary from language to language. For example, the techniques of writing will be particularly important in languages such as Chinese or Japanese, whereas spelling will take on greater importance in English or Russian.

2. "Sense of audience" is linked to "register": this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.



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Criterion E: text interpretation (Maximum 16) (8 x 2)

To what extent does the student show the ability to comprehend a piece of writing in the target language?

To what extent can the student:

- can the student identify both stated and implied information
- can the student identify main ideas and supporting details
- can the student draw conclusions, infer information and recognize implied opinions and attitudes
- can the student interpret aspects of style?

Tasks used to assess criterion E often include: letters, advertisements, magazine and newspaper articles, short stories, extracts from literary texts, poetry, etc. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

Achievement level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student shows understanding of <b>basic</b> information stated in texts with <b>familiar and unfamiliar language</b> . The student <b>identifies main ideas</b> but has <b>some difficulty</b> in understanding supporting details. The student makes <b>simple inferences</b> that are <b>rarely supported</b> . The student shows a <b>superficial understanding of the text(s) overall</b> .
3–4	The student shows understanding of <b>stated and implied</b> information, <b>main ideas and some</b> supporting details in texts with <b>familiar and unfamiliar language</b> and/or <b>complex ideas</b> . The student makes <b>inferences</b> that are <b>insufficiently supported</b> and shows <b>difficulty</b> in identifying <b>aspects of style</b> . The student shows <b>general understanding of the text(s)</b> .
5–6	The student shows understanding of <b>stated and implied</b> information, <b>main ideas and supporting</b> details in texts with <b>familiar and unfamiliar language</b> and/or <b>complex ideas</b> . The student makes <b>inferences</b> that are <b>supported with details from the text</b> and can <b>identify some aspects of style</b> . The student shows a <b>good understanding of most of the text(s)</b> .
7–8	The student shows understanding of <b>stated and implied</b> information, <b>main ideas and supporting</b> details in texts with <b>familiar and unfamiliar language</b> , and/or <b>complex ideas and subtleties</b> . The student makes inferences that are <b>convincingly supported with details from the text</b> and can <b>interpret aspects of style</b> . The student shows a <b>perceptive understanding of the text(s) overall</b> .