

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?

To what extent can the student:

- communicate information, ideas and opinions
- respond and react in a sophisticated manner to questions and ideas (familiar and spontaneous situations)
- contribute to the conversation and engage actively
- 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, and so on. These tasks give students the maximum opportunity to demonstrate genuine, spontaneous interaction.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; ideas and opinions have little or no relevant support.</p> <p>The student shows little or no understanding of the topic through their responses and reactions.</p> <p>The student needs prompting to engage in conversation.</p> <p>There are lapses in coherence of ideas and these interfere with the flow of the message and interaction.</p>
3–4	The student communicates basic information easily but has difficulty with more-complex information; ideas are not always relevant ; ideas and opinions are insufficiently supported .

	<p>The student shows some understanding of the topic through their responses and reactions, though some of the discussion remains superficial.</p> <p>The student engages in conversation, but needs prompting at times.</p> <p>There are some lapses in coherence of ideas but these do not interfere with the flow of the message and interaction.</p>
5–6	<p>The student communicates most information with ease, though there may be some difficulty with more-complex information; ideas and opinions are relevant and generally supported.</p> <p>The student shows a good understanding of the topic through their responses and reactions.</p> <p>The student actively engages in conversation.</p> <p>The message and interaction generally flow coherently.</p>
7–8	<p>The student communicates basic and complex information with ease; ideas and opinions are relevant, focused and supported by examples and illustrations.</p> <p>The student shows a complete and sophisticated understanding of the topic through their responses and reactions.</p> <p>The student is actively engaged and contributes much to the conversation.</p> <p>The student’s coherent structuring of ideas enables the flow of the message and interaction.</p>

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?

To what extent can the student:

- 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, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

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

Criterion C: Writing—message and organization

Maximum: 8

To what extent does the student show the ability to communicate, organize and support relevant ideas?

To what extent can the student:

- provide information and ideas
- respond to the topic in a sophisticated manner and develop ideas
- 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, and so on. These tasks give students the maximum opportunity to demonstrate their ability to communicate ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student communicates information at a superficial level; ideas may be irrelevant and/or frequently repetitive; opinions have little or no relevant support.</p> <p>The student shows little depth in understanding of the topic.</p> <p>There are lapses in structure and these interfere with the development of ideas.</p>
3–4	<p>The student communicates basic information easily but has difficulty with more-complex information; ideas are not always relevant and/or opinions are insufficiently supported.</p> <p>The student shows some depth in understanding of the topic, though some of the message remains superficial.</p> <p>The structure is mostly appropriate: there are some lapses but these do not interfere with the development of ideas.</p>
5–6	The student communicates most information with ease , though there may be some difficulty with complex information ; ideas and opinions are relevant and generally supported .

	<p>The student shows satisfactory depth in understanding of the topic.</p> <p>There is an appropriate structure and the student makes good use of cohesive devices.</p>
7–8	<p>The student communicates complex information; ideas and opinions are relevant, focused and supported by examples and illustrations where appropriate.</p> <p>The student shows a sophisticated, in-depth understanding of the topic.</p> <p>The structure is clear and effective and adds to the message being conveyed; cohesive devices enhance the development of ideas.</p>

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?

To what extent can the student:

- correctly use a range of vocabulary and idiom
- correctly use a range of grammatical structures and syntax
- show accuracy in spelling or writing of characters
- 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, and so on. These tasks give students the maximum opportunity to demonstrate their ability to use the language.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	<p>The student shows little variety in vocabulary and idiom; grammar is often inaccurate or inappropriate, though this does not affect comprehensibility.</p> <p>There are some errors in spelling/writing that occasionally interfere with</p>

	<p>communication.</p> <p>There is an attempt at addressing audience. However, register and/or style are often inconsistent and/or inappropriate.</p>
3–4	<p>The student’s choice of vocabulary is varied though sometimes inappropriate for the context; some errors occur in basic and complex grammar, though these do not affect comprehensibility.</p> <p>There are occasional errors in spelling/writing, but these do not interfere with communication.</p> <p>There is a good attempt at addressing audience. However, register and/or style are sometimes inconsistent and/or inappropriate.</p>
5–6	<p>The student’s choice of vocabulary is varied and appropriate with some idiomatic expressions. Basic grammar is accurate; although some errors occur in complex grammar, these do not affect comprehensibility.</p> <p>Spelling/writing contributes to the quality of the work.</p> <p>There is a clear sense of audience; register and style are appropriate to the task.</p>
7–8	<p>The student’s choice of vocabulary is varied, sophisticated and idiomatic. The student uses complex grammar that adds to the style of the text; he/she shows the ability to manipulate the language.</p> <p>Spelling/writing contributes to the quality of the work.</p> <p>There is a clear sense of audience; register and style are effective. The student may be creative with the language, or show humour or irony when appropriate to the task.</p>

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:

- identify both stated and implied information
- identify main ideas and supporting details
- draw conclusions, infer information and recognize implied opinions and attitudes
- 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, and so on. The questions must address each level descriptor so that students have the opportunity to achieve all levels.

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

	<p>from the text and can interpret aspects of style.</p>
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The student shows a **perceptive understanding of the text(s) overall**.

Notes

Please note that the **final** level for criterion E should be multiplied by **two** in order to give equal weighting to comprehension and expressive skills overall. However, this should **only** be done when determining the final grade (see the “Determining the final grade” section for further information).

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