

# Language B foundation: assessment criteria

## Criterion A: Speaking and listening—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:

- request and/or provide information as appropriate to the task
- understand and respond to questions and statements
- present his or her ideas, giving details where appropriate
- demonstrate the ability to maintain a coherent and flowing conversation?

Tasks used to assess criteria A and B often include role plays, discussions, 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 <b>some of the time</b>, on a <b>limited variety</b> of aspects within common/everyday topics.</p> <p>The student's responses show <b>difficulty in understanding most</b> of the questions or comments <b>even when rephrased</b>; responses are <b>often inappropriate</b>.</p> <p>The student's ideas are <b>not always relevant</b>; <b>little or no detail</b> is given.</p> <p><b>Frequent</b> prompting and/or rephrasing and/or hesitation <b>consistently affect</b> the flow of ideas.</p>
3–4	<p>The student communicates information <b>most of the time</b>, on a <b>limited variety</b> of aspects within common/everyday topics.</p> <p>The student's responses show <b>difficulty in understanding some</b> of the questions or comments; <b>some</b> of the responses are <b>inappropriate</b>.</p>

	<p>The student's ideas are <b>relevant</b> though they contain <b>limited detail</b>.</p> <p>Prompting and/or rephrasing and/or hesitation <b>sometimes affect</b> the flow of ideas.</p>
5–6	<p>The student communicates information <b>most of the time</b>, on a <b>variety</b> of aspects within common/everyday topics.</p> <p>The student's responses show <b>understanding of most</b> questions/comments and are <b>usually appropriate</b>.</p> <p>The student's ideas are <b>relevant</b> and contain <b>some detail where appropriate</b>.</p> <p>The student <b>needs some</b> prompting and/or rephrasing, but this <b>does not affect</b> the flow of ideas.</p>
7–8	<p>The student <b>consistently</b> communicates information, on a <b>variety</b> of aspects within common/everyday topics.</p> <p>The student's responses show <b>understanding of most</b> questions/comments and are <b>almost always</b> appropriate.</p> <p>The student's ideas are <b>relevant</b> and <b>detailed where appropriate</b>.</p> <p>The student <b>rarely needs</b> prompting and/or rephrasing and <b>actively contributes</b> to the flow of ideas. Any pauses are <b>natural</b>.</p>

## Criterion B: Speaking—language

### 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?

Tasks used to assess criteria A and B often include role plays, 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’s pronunciation and intonation have <b>many errors</b> and <b>make understanding difficult</b> throughout the exchange.</p> <p>The student uses a <b>limited vocabulary</b>, and has <b>difficulty in finding words</b>.</p> <p>The student makes <b>frequent errors</b> when using <b>basic grammatical structures</b>.</p>
3–4	<p>The student’s pronunciation and intonation have <b>some errors, some of which make understanding difficult</b>.</p> <p>The student uses a <b>basic range of vocabulary</b>, though there is <b>some inappropriate word choice</b>.</p> <p>The student uses <b>basic grammatical structures</b>, though with <b>some errors</b>.</p>
5–6	<p>The student’s pronunciation and intonation have <b>some errors</b>, though these <b>don’t interfere with comprehensibility</b>.</p> <p>The student makes <b>good use of a basic range of vocabulary</b>.</p> <p>The student uses <b>basic grammatical structures, generally accurately</b>. There are <b>some attempts at more-complex structures</b>.</p>
7–8	<p>The student’s pronunciation and intonation are <b>clear and make communication easy</b>.</p> <p>The student makes <b>excellent use of a basic range of vocabulary</b>.</p> <p>The student uses <b>basic and more-complex grammatical structures, generally accurately</b>.</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
- 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, advertisements, essays, creative writing, presentations, 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 <b>some of the time</b>, on a <b>limited variety</b> of aspects within common/everyday topics.</p> <p>The student’s ideas are <b>basic</b> and/or <b>repetitive</b>; they are <b>not always relevant</b> and <b>little or no detail</b> is given.</p> <p>There is <b>little or no formal structure</b>, making the information/ideas <b>difficult to follow</b>.</p>
3–4	<p>The student communicates information <b>most of the time</b>, on a <b>limited variety</b> of aspects within common/everyday topics.</p> <p>The student’s ideas are <b>usually relevant</b>, though they contain <b>limited detail</b> and/or <b>support</b>.</p> <p>The presentation shows a <b>good attempt at structure</b>, though there are <b>some lapses</b>. The student uses <b>few cohesive devices</b>.</p>
5–6	<p>The student communicates information <b>most of the time</b>, on a <b>variety</b> of aspects within common/everyday topics.</p> <p>The student’s ideas are <b>relevant</b> and contain <b>some detail</b> and/or <b>support where appropriate</b>.</p>

	The presentation follows a <b>logical structure</b> . The student uses a <b>basic range of cohesive devices</b> .
7–8	<p>The student <b>always</b> communicates information, on a <b>variety</b> of aspects within common/everyday topics.</p> <p>The student’s ideas are <b>relevant and detailed</b> and/or <b>supported where appropriate</b>.</p> <p>The presentation follows a <b>logical structure</b>. The student uses <b>cohesive devices that add clarity</b> to the message.</p>

### Criterion D: Writing—language

**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
- correctly use a range of grammatical structures
- show accuracy in spelling or writing of characters?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, 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 a <b>limited range</b> of vocabulary and grammatical structures; there are <b>frequent errors</b> that <b>interfere</b> with communication.</p> <p>Spelling/writing <b>often impede</b> communication.</p>
3–4	The student uses a <b>basic range</b> of vocabulary and grammatical structures; there are <b>some errors</b> that <b>interfere</b> with communication.

	There are <b>some errors</b> in spelling/writing that <b>sometimes interfere</b> with communication.
5–6	The student makes <b>good use of a basic range</b> of vocabulary and grammatical structures. Vocabulary and grammar are <b>generally accurate</b> . There are <b>some attempts at more-complex structures</b> .  There are <b>some errors</b> in spelling/writing, but these <b>do not interfere</b> with communication.
7–8	The student makes <b>excellent use of a basic range</b> of vocabulary and grammatical structures, and uses <b>some more-complex structures</b> . Vocabulary and grammar are <b>accurate</b> .  There may be <b>occasional errors</b> in spelling/writing, but these <b>do not interfere</b> with communication.

## Criterion E: Reading comprehension

**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 specific factual information
- identify main ideas and supporting details
- draw conclusions?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, 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 identifies <b>basic facts</b> in texts with <b>familiar language</b>.</p> <p>The student shows a <b>limited understanding of the text(s) overall</b>.</p>
3–4	<p>The student identifies <b>basic and more-complex facts</b> in texts with <b>familiar language</b>, and identifies <b>the main idea</b>.</p> <p>The student shows an <b>understanding of some parts of the text(s)</b>.</p>
5–6	<p>The student identifies <b>basic and more-complex facts</b> in texts with <b>familiar and unfamiliar language</b>, and identifies <b>the main idea and supporting details</b>.</p> <p>The student shows an <b>understanding of most parts of the text(s)</b>.</p>
7–8	<p>The student identifies <b>basic and more-complex facts</b> in texts with <b>familiar and unfamiliar language</b>, identifies <b>the main idea and supporting details</b>, and <b>draws conclusions</b>.</p> <p>The student shows <b>good understanding of the text(s) overall</b>.</p>

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.

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