

# Language A: Assessment Criteria

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Please note that the assessment criteria in this guide are for first use in final assessment in the year 2004. Please see the separate booklet, *Final Assessment Criteria and Moderation Details for Language A in 2003*, for the criteria to be used in 2003.

The following assessment criteria have been established by the IBO for language A in the Middle Years Programme. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

<b>Criterion A</b>	Content	Maximum 10
<b>Criterion B</b>	Organization	Maximum 10
<b>Criterion C</b>	Style and language usage	Maximum 10

- For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.
- The criteria are equally weighted.
- The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Detailed descriptions of the assessment criteria and band descriptors appear on the following pages.

The process by which a student's total level of achievement (in terms of the assessment criteria) is finally converted to a single grade is published in the *MYP Coordinator's Handbook*.

For schools that request **IBO-validated grades**, these criteria and final level descriptors **must** be used for assessing students' work sent for moderation, and for final assessment of all students registered for certification in **language A**.

## Criterion A: Content

Maximum 10

*This criterion refers to the student's ability to demonstrate: an awareness of the function of language A through critical and creative writing; an understanding of the works studied; and an effective response to literature.*

***Note:** Certain elements within each descriptor apply to specific types of writing. Teachers should use only the relevant elements of the descriptors when assessing different types of work.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student demonstrates <b>very limited</b> understanding of the topic or theme. The work <b>lacks</b> detail, development and support. Creative pieces <b>do not reflect</b> imagination and sensitivity. The student's response to literature <b>demonstrates little or no awareness</b> of the author's intention or techniques.
3–4	The student demonstrates a <b>limited</b> understanding of the relevant aspects of the topic or theme. The work <b>displays insufficient</b> detail, development and support. Creative pieces <b>reflect limited</b> imagination and sensitivity. The student's response to literature <b>sometimes demonstrates an awareness</b> of the author's intention and techniques.
5–6	The student demonstrates a <b>sufficient</b> understanding of the relevant aspects of the topic or theme. The work <b>displays adequate</b> detail, development and support. Creative pieces <b>reflect a degree of</b> imagination and sensitivity. The student's response to literature <b>demonstrates an awareness</b> of the author's intention and techniques.
7–8	The student demonstrates a <b>good</b> understanding of the relevant aspects of the topic or theme. The work <b>displays substantial</b> detail, development and support. Creative pieces <b>reflect substantial</b> imagination and sensitivity. The student's response to literature <b>demonstrates a good appreciation</b> of the author's intention and techniques.
9–10	The student demonstrates a <b>perceptive</b> understanding of the relevant aspects of the topic or theme. The work <b>consistently displays illustrative</b> detail, development and support. Creative pieces <b>reflect a high degree of</b> imagination and sensitivity. The student's response to literature <b>demonstrates a sophisticated analysis</b> of the author's intention and techniques.

## Criterion B: Organization

Maximum 10

*This criterion covers the student's ability to: express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's work is <b>generally disorganized</b> and confused, and arguments are not presented in a logical manner. Paragraph structure and transitions are <b>very weak</b> . When such devices are required, <b>no attention</b> is paid to critical apparatus.
3–4	The student's work <b>shows the beginnings of organization</b> , but lacks significant logical order. Paragraphs and transitions are <b>weak</b> . When such devices are required, <b>little attention</b> is paid to critical apparatus.
5–6	The student's work is <b>basically organized, clear and coherent</b> , and arguments are presented in a logical manner. Paragraph structure and transitions are <b>apparent</b> . When such devices are required, <b>some attention</b> is paid to critical apparatus.
7–8	The student's work is <b>usually well organized, clear and coherent</b> , and arguments are presented in a thoughtful, logical manner. Paragraph structure and transitions <b>help to develop the ideas</b> . When such devices are required, <b>sufficient attention</b> is paid to critical apparatus.
9–10	The student's work is <b>consistently well organized, clear and coherent</b> , and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions <b>effectively develop and substantiate the ideas being expressed</b> . When such devices are required, critical conventions and apparatus are used <b>in a sophisticated manner</b> .

### Note

Critical apparatus refers to, for example, an effective use of quotations and accurate footnoting.

## Criterion C: Style and Language Usage

Maximum 10

*This criterion refers to the student's ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.*

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student's use of vocabulary is <b>often inappropriate</b> and <b>limited</b> . <b>Very frequent errors</b> in spelling, pronunciation, punctuation and syntax <b>persistently hinder</b> communication. <b>Little attempt</b> has been made to use a register suitable to the intention and audience.
3–4	The student's use of vocabulary is <b>sometimes inappropriate</b> and <b>somewhat varied</b> . <b>Regular errors</b> in spelling, pronunciation, punctuation and syntax <b>hinder</b> communication. The student <b>attempts</b> to use a register suitable to intention and audience.
5–6	The student's use of vocabulary is <b>usually appropriate</b> and <b>generally varied</b> . <b>Some errors</b> in spelling, pronunciation, punctuation and syntax <b>sometimes hinder</b> communication. The student <b>often uses</b> a register suitable to intention and audience.
7–8	The student's use of vocabulary is <b>appropriate</b> and <b>varied</b> . <b>Occasional errors</b> in spelling, pronunciation, punctuation and syntax <b>rarely hinder</b> communication. The student <b>consistently uses</b> a register suitable to intention and audience.
9–10	The student's use of vocabulary is <b>always appropriate</b> and <b>greatly varied</b> with <b>very infrequent</b> errors in spelling, pronunciation, punctuation and syntax. The student has <b>mastered</b> the use of a register suitable to intention and audience.

### Notes

*Register:* this refers to a mixture of appropriate tone, vocabulary, grammar and sentence structure.

*Pronunciation:* clarity must be considered here, not issues of accent.