

# MYP Objectives and Assessment Criteria

## Language Acquisition Objectives

### *A. Communicating in oral form*

This objective encompasses all aspects of listening and speaking. It refers to enabling the student to construct meaning through the process of internalizing understanding and articulating thoughts using speech in a variety of ways in the target language.

As appropriate to the phase, the student is expected to be able to:

- i. listen and speak for specific purposes
- ii. interact and communicate in various situations
- iii. develop accuracy when speaking in the target language.

### *B. Interpreting visual text*

This objective involves the student in interpreting and constructing meaning from visual text to understand how images presented with oral and written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

- i. interpret visual text that is presented with spoken and/or written text
- ii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

### *C. Comprehending written text*

This objective refers to enabling the student to construct meaning from written text by making inferences and interpretations. Engaging with text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

- i. understand information
- ii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

### *D. Communicating in written form*

This objective relates to the developmental process of writing.

As appropriate to the phase, the student is expected to be able to:

- i. organize and express thoughts, feelings, ideas, opinions and information in writing
- ii. write for specific purposes
- iii. develop accuracy when writing in the target language.

# Language Acquisition Assessment Criteria

The following assessment criteria have been established by the IB for language acquisition in the MYP.

Criterion A	Communicating in oral form	Maximum 8
Criterion B	Interpreting visual text	Maximum 8
Criterion C	Comprehending written text	Maximum 8
Criterion D	Communicating in written form	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

## Criterion A: Oral Communication

Maximum: 8

As appropriate to the phase, the student is expected to be able to:

- i. listen and speak for specific purposes
- ii. interact and communicate in various situations
- iii. develop accuracy when speaking in the target language.

Achievement Level	Level Descriptor Year 5
<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• makes a limited attempt to construct meaning in social and some academic situations, integrating complex details and ideas</li> <li>• makes a limited attempt to respond appropriately to spoken texts in social and some academic situations</li> <li>• makes a limited attempt to engage in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on some topics of personal and global significance</li> <li>• makes a limited attempt to communicate information containing relevant and focused ideas supported by examples and illustrations in a variety of situations</li> <li>• uses limited vocabulary and grammatical structures, with frequent errors</li> <li>• uses inaccurate intonation and frequently hesitates, which interferes with comprehensibility</li> <li>• makes a limited attempt to use language to suit the context.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• at times constructs meaning in social and some academic situations, integrating complex details and ideas</li> <li>• responds to some spoken texts in social and some academic situations; some responses are inappropriate</li> <li>• occasionally engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance</li> <li>• communicates some information containing relevant and focused ideas supported by examples and illustrations in a variety of situations</li> <li>• uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors</li> <li>• makes some errors in intonation and shows some lapses in fluency, which sometimes interferes with comprehensibility</li> <li>• uses some language to suit the context.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• usually constructs meaning in social and some academic situation, integrating complex details and idea</li> <li>• responds appropriately to most spoken texts in a range of social and some academic situations</li> <li>• usually engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance</li> <li>• communicates ample information containing relevant and focused ideas supported by examples and illustrations in a variety of situations</li> </ul>

	<ul style="list-style-type: none"> <li>• makes good use of a range of vocabulary and grammatical structures, generally accurately</li> <li>• makes some errors in intonation and shows some lapses in fluency; this does not interfere with communication</li> <li>• usually uses language to suit the context.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>• constructs meaning in social and some academic situations, integrating complex details and ideas</li> <li>• responds appropriately to spoken texts in a range of social and some academic situations</li> <li>• engages in rehearsed and unrehearsed exchanges to share</li> <li>• developed and well-organized ideas on a range of topics of personal and global significance</li> <li>• communicates substantial information containing relevant and focused ideas supported by examples and illustrations in a variety of situations</li> <li>• makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately</li> <li>• speaks with intonation and fluency that contribute effectively to communication</li> <li>• uses language to suit the context.</li> </ul>

DRAFT

### Criteria B: Interpretation of Visual Text

Maximum: 8

As appropriate to the phase, the student is expected to be able to:

- i. interpret visual text that is presented with spoken and/or written text
- ii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>• makes a limited attempt to analyse information, main ideas and supporting details in visual texts dealing with social and some academic situations</li><li>• makes a limited attempt to analyse some conventions in visual texts dealing with a range of social and some academic situations</li><li>• 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, points of view and global perspectives</li><li>• shows limited understanding of the content of the visual, spoken and written text as a whole.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• at times analyses and draws some conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations</li><li>• analyses some conventions in visual texts dealing with a range of social and some academic situations</li><li>• occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows some understanding of the content of the visual, spoken and written text as a whole.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• usually analyses and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations</li><li>• analyses most conventions in visual texts dealing with a range of social and some academic situations</li><li>• usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows considerable understanding of the content of the visual, spoken and written text as a whole.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• analyses and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations</li><li>• analyses conventions in visual texts dealing with a range of social and some academic situations</li><li>• engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows perceptive understanding of the content of the visual, spoken and written text as a whole.</li></ul>

### Criteria C: Comprehending Written Text

Maximum: 8

As appropriate to the phase, the student is expected to be able to:

- i. understand information
- ii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

Achievement Level	Level Descriptor Year 5
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>• makes a limited attempt to analyse information, main ideas and supporting details, and draw conclusions in texts dealing with social and some academic situations</li><li>• has difficulty analysing aspects of format and style, and also the author’s purpose for writing</li><li>• makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with</li><li>• own experiences, attitudes, points of view and global perspectives</li><li>• shows limited understanding of the content of the text as a whole.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• at times analyses and draws some conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations</li><li>• analyses some aspects of format and style, and author’s purpose for writing</li><li>• occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows some understanding of the content of the text as a whole.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• usually analyses and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations</li><li>• analyses most aspects of format and style, and author’s purpose for writing</li><li>• usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows considerable understanding of the content of the text as a whole.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• analyses and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations</li><li>• analyses aspects of format and style, and author’s purpose for writing</li><li>• engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes, points of view and global perspectives</li><li>• shows perceptive understanding of the content of the text as a whole.</li></ul>

**Criteria D: Communicating in Written Form**

**Maximum: 8**

As appropriate to the phase, the student is expected to be able to:

- i. organize and express thoughts, feelings, ideas, opinions and information in writing
- ii. write for specific purposes
- iii. develop accuracy when writing in the target language.

Achievement Level	Level Descriptor Year 5
<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1-2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• has difficulty writing complex texts to express ideas and opinions in social and some academic situations. Shows little depth in understanding of the topic. Ideas are irrelevant and repetitive; opinions have little or no relevant support</li> <li>• has difficulty organizing information and ideas into a well-structured text; uses a limited range of cohesive devices; lapses in structure interfere with the development of the text</li> <li>• has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication</li> <li>• writes with little sense of register, purpose or style.</li> </ul>
<b>3-4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• writes complex texts to express some ideas and opinions in social and some academic situations. Shows some depth in understanding of the topic, though some of the message remains superficial; ideas are not always relevant and opinions are insufficiently supported</li> <li>• organizes some information and ideas effectively; text is structured appropriately and allows for the development of some ideas; uses a variety of cohesive devices</li> <li>• uses a range of vocabulary, complex grammatical structures and conventions; some errors and inappropriate word choice occasionally interfere with communication</li> <li>• writes with some sense of register, purpose and style.</li> </ul>
<b>5-6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• writes complex texts to express clearly a range of ideas and opinions in social and some academic situations. Shows satisfactory depth in understanding of the topic; ideas and opinions are relevant and generally supported</li> <li>• usually organizes information and ideas effectively into a well-structured text; makes good use of a variety of cohesive devices to develop ideas</li> <li>• makes good use of a range of vocabulary, complex grammatical structures and conventions; errors do not affect comprehensibility</li> <li>• writes effectively with a sense of register, purpose and style.</li> </ul>
<b>7-8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• writes complex texts effectively to express a wide range of ideas and opinions in social and some academic situations; shows good depth in understanding of the topic; ideas and opinions are relevant, focused and supported by examples and illustrations</li> <li>• organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices that enhance the development of ideas</li> <li>• makes excellent use of a range of vocabulary, complex grammatical structures and conventions to write effectively and accurately</li> <li>• writes effectively with a clear sense of register, purpose and style.</li> </ul>