

Language B

Middle Years Programme

Guide



Middle Years Programme

Language B

Guide

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International Baccalaureate Organization

Buenos Aires

Cardiff

Geneva

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Middle Years Programme Language B—guide

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IBO mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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Introduction to the Middle Years Programme

The Middle Years Programme (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. The curriculum may be taught as an entity in itself, but it is flexible enough to allow the demands of national, regional or local legislation to be met.

Early and present curriculum developers of the MYP have shared a common concern to prepare young people for the changing demands of life in the twenty-first century.

MYP students are at an age when they are making the transition from early puberty to mid-adolescence: this is a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between the subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world.

The MYP aims to encourage students to develop:

- the disposition and capacity to be lifelong learners
- the capacity to adapt to a rapidly changing reality
- problem-solving skills, practical skills and intellectual rigour
- the capacity and self-confidence to act individually and collaboratively
- an awareness of global issues and the willingness to act responsibly
- the ability to engage in effective communication across frontiers
- respect for others and an appreciation of similarities and differences.

Fundamental concepts

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves.

From its beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools:

- holistic learning
- intercultural awareness
- communication.

These concepts form the basis for the MYP's curriculum framework, which is shared by different types of schools in all parts of the world. The fundamental concepts of the MYP should be the guiding principles in designing the curriculum and school activities.

Holistic learning

Holistic learning emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole where different subject disciplines (including concepts and skills) are not isolated but complement each other. Although this must not be done to the detriment of learning within each of the disciplines, which should retain their own objectives and methodology, teachers should make every effort to encourage students to see connections.

Intercultural awareness

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social, national and ethnic cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters understanding and respect, but may also lead to empathy.

Communication

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

To see how the fundamental concepts relate specifically to language B, please see the section "Introduction to MYP language B".

Areas of interaction

Students are required to experience and explore each of the five areas of interaction in every year of the programme:

- **approaches to learning (ATL)**, in which students take increasing responsibility for their learning
- **community and service**, through which students become aware of their roles and their responsibilities as members of communities
- ***homo faber*, environment, health and social education**, broad areas of student inquiry where personal as well as societal and global issues are investigated and debated.

The areas of interaction give the MYP its distinctive core. These areas are common to all disciplines and are incorporated into the MYP so that students will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world. The MYP presents knowledge as an integrated whole, emphasizing the acquisition of skills and self-awareness, and the development of personal values. As a result, students are expected to develop an awareness of broader and more complex global issues.

The areas of interaction are explored through the subjects, thereby fulfilling their integrative function. To see how the areas of interaction relate specifically to language B, please see the section “Addressing the areas of interaction”. Some aspects, however, may also be approached as separate modules and interdisciplinary projects throughout the MYP. Student participation in the areas of interaction culminates in the personal project.

Further information on the personal project is available in the *Personal Project* guide.

Curricular framework

The MYP offers a five-year curricular framework that allows school-specific requirements to be met while maintaining the mission and philosophy of the IBO. To ensure this, the IBO prescribes the aims and objectives of all subject groups and the personal project.

Aims and objectives

The objectives of each subject group are skills based and broad enough to allow a variety of teaching and learning approaches. The precise choice and organization of content is left to schools in order to preserve flexibility. In some subjects the content is not specified while in others a framework of concepts or topics is prescribed for all students to address over the five years. Such prescription is kept to a minimum and schools are asked to expand their scope of topics and depth of treatment according to their individual needs and preferences.

The aims and objectives of the subject groups address all aspects of learning including knowledge, understanding, skills and attitudes.

- **Knowledge:** the facts that the student should be able to recall to ensure competence in the subject
- **Understanding:** how the student will be able to interpret, apply or predict aspects of the subject
- **Skills:** shown through tasks that allow the student to apply what has been learned to new situations
- **Attitudes:** the ways in which the student is changed by the learning experience

The IBO provides final objectives for students completing the fifth year of the programme, and examples of interim objectives that describe what a student may be able to achieve after earlier years of the programme while aiming for the final objectives. The final objectives for students completing the fifth year of the programme form the basis for the assessment criteria that are intended for use in the final assessment of students' work at the end of year 5. Whether or not schools request IBO-validated grades for their students, they are all required to organize learning and assessment in a way that is consistent with the prescribed objectives.

Schemes of work

It is each school's responsibility to produce schemes of work that enable students to reach the objectives of each subject.

Whichever schemes of work schools adopt, the final MYP objectives are prescribed. The areas of interaction should remain an integral part of the subject teaching and learning process, and must be at the core of the personal project.

Assessment

The MYP uses a criterion-referenced model of assessment. Teachers should ensure that both formative and summative assessment processes are used.

Teachers may modify the assessment criteria published in this guide to suit years 1–4 of the MYP; for example, they may create task-specific rubrics to assess student work. In schools that do not request IBO-validated grades, the assessment criteria may also be modified in the final year of the programme, as long as the published standards are not compromised.

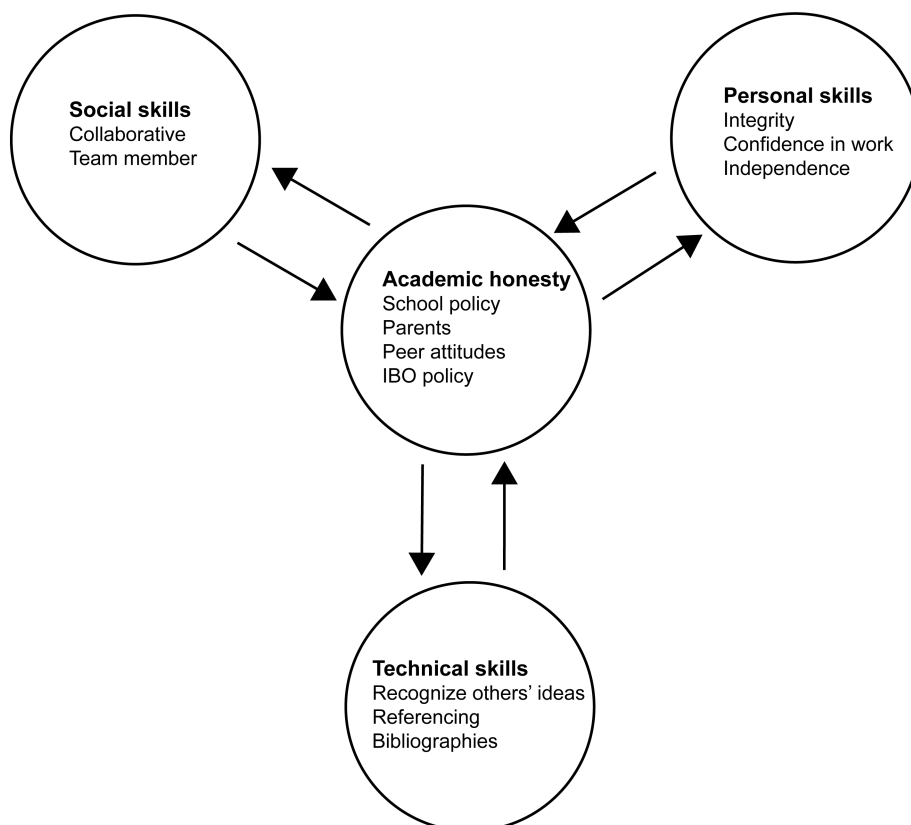
Examples of student work that have been assessed against MYP criteria are found in the corresponding teacher support material publications for each subject.

Schools that request IBO-validated grades and MYP certification for students must submit work that has been assessed internally, using the published criteria, to IBCA for external moderation.

Additional requirements

Academic honesty

Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of approaches to learning. The IBO recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.



Teachers are encouraged to contribute to the development of their own academic-honesty policies that show encouragement of honesty, guidelines on teaching students how to use all forms of resources adequately—including information and communication technologies (ICT)—and that also include information on procedures for when dishonesty is discovered. Academic honesty is the responsibility of schools, teachers and students in the MYP.

Specific areas of academic honesty that can be focused on in language B include:

- **personal skills**—discussions on integrity, confidence in one's own work, willingness to work independently, self-evaluation skills
- **social skills**—discussions on how to work collaboratively, how to contribute to a team, how to acknowledge work by other team members, peer-evaluation skills
- **technical skills**—recognition of when others' ideas should be acknowledged, which sources of information should be acknowledged, understanding plagiarism, how to construct a bibliography, how to reference correctly, familiarity with academic conventions.

Special educational needs

As the MYP is an inclusive curriculum framework, teachers will find that students in their classrooms have a range of backgrounds and academic abilities. Some of the students may have a recognized, diagnosed special educational need (SEN); other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- specific learning difficulties (dyslexia, dyscalculia)
- language and communication disorders (aphasia, dysphasia, articulation problems)
- emotional and behavioural difficulties
- physical disabilities affecting mobility
- sensory impairments (visual, hearing)
- medical conditions (asthma, epilepsy, diabetes)
- mental health conditions (attention deficit hyperactivity disorder, depression, eating disorders, anxiety)
- gifted and talented students.

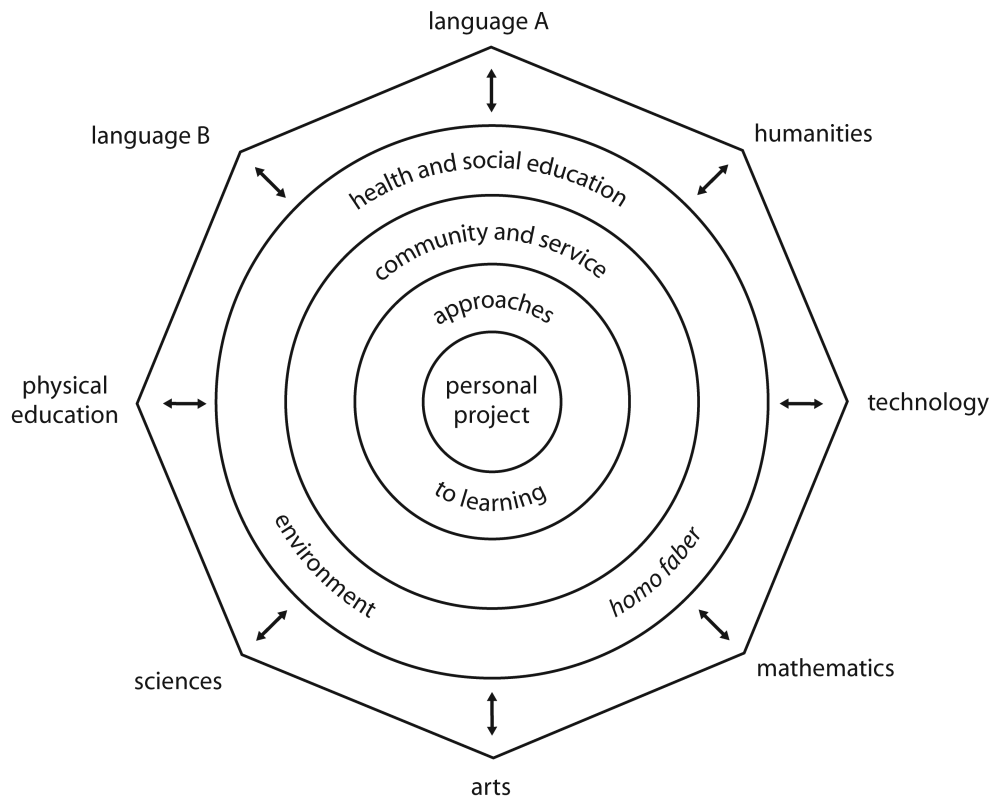
In the MYP, it is expected that students who have special educational needs will aim to achieve the objectives of each subject group, and aim to achieve the highest levels in each. In the case of gifted and talented students, they may aim to exceed the final objectives before the end of year 5. Teachers therefore need to develop teaching practices so that all students in their classrooms have the opportunity to achieve these goals. Teachers will need to differentiate their teaching so that students' potentials are maximized, and may need to allow students to demonstrate their understanding in different ways.

For information and support on how to create a classroom that is inclusive of students with special educational needs, please refer to the SEN page, SEN resources and forums on the online curriculum centre (OCC).

Programme evaluation

Programme evaluation is mandatory for all schools. It is a means of ensuring the quality of programmes in participating schools, while assisting schools in their self-evaluation and curriculum development procedures. Evaluation occurs at regular, predetermined intervals.

Programme model



This diagram represents the programme model of the MYP. The five areas of interaction connect the development of the individual (at the centre) with the educational experience in all subject groups (at the outer points of the octagon). These interactive areas are common to all disciplines with each subject developing general and specific aspects of the areas. In this way, the subject groups are also linked by the areas of interaction, demonstrating the interdisciplinary potential of the MYP. The five areas of interaction have no clear boundaries, but merge to form a context for learning that contributes to the student's experience of the curriculum.

Introduction to MYP language B

Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen.
[They who are ignorant of foreign languages know not their own.]

Johann Wolfgang von Goethe

The primary aim of language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of MYP language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

To assist in achieving these broader goals, this guide will give both teachers and students clear aims and objectives for MYP language B, as well as details of final assessment requirements. IBO-produced teacher support material (TSM) will be produced shortly to complement this guide and will aid implementation of the course in schools.

Language B levels

There are three levels for certification in MYP language B. These are:

- language B advanced
- language B standard
- language B foundation.

Please note that students taking two languages A are not obliged to take a language B in addition.

Language B advanced

Students being registered for certification in their final MYP year for language B advanced will show a high level of competence in the language B, but will not yet be ready to undertake the language as language A. Students' higher level of competence may be the result of prior exposure to the language, being able to access the language in the host community, or other special circumstances. Language B advanced students are those who need a greater challenge than that offered through language B standard.

For students in IB schools that offer the Diploma Programme (DP), aiming for the MYP language B advanced level would be good preparation for the DP language A2 course.

Language B standard

Students being registered for certification in their final MYP year for language B standard will have studied the language B for the five years of the MYP (or four years for schools taking the four-year option), and typically will have had little or no formal instruction, and will not be proficient in the language before starting the course.

For students in IB schools that offer the Diploma Programme (DP), aiming for the MYP language B standard level would be good preparation for the DP language B course.

Language B foundation

It is a requirement that language B is taught in MYP schools in **every** year of the programme. Schools are **not** permitted to allow students to complete only two or three years of language study within the MYP. However, the language B foundation level may be necessary for students who have not studied the same language B for the entire five years of the MYP, due to school transfer or other special circumstances. The language B foundation level may also be helpful for schools undertaking the programme flexibility option, particularly those schools implementing the MYP in the two years preceding the Diploma Programme (DP).

Students being registered for certification in their final MYP year for language B foundation will have studied the language for approximately two years and will have a basic level of competence in the language by the end of the MYP.

For students in IB schools that offer the DP, aiming for the MYP language B foundation level may in some cases prepare students for the DP language B course at standard level. In other cases, students may opt for the DP language *ab initio* course in a different language.

Fundamental concepts

The learning associated with language B should also lead to a close understanding of the fundamental concepts of the MYP:

- holistic learning
- intercultural awareness
- communication.

Holistic learning

MYP language B encourages students to establish links between subjects, cultures and other areas of experience. The course should enable students to develop a range of language and other skills that are transferable across other subject groups in the MYP curriculum framework, allowing them to see other subjects from a language B perspective and vice versa.

Holistic learning breaks down the artificial barriers of the different subjects commonly found on a school timetable, and thus is an essential part of the MYP. It requires coordination and integration within language B and across the curriculum. Effective development of the language B course through the areas of interaction is an excellent method of enhancing holistic learning.

Intercultural awareness

The opportunity to develop intercultural awareness through a course in language B is clear. Schools are encouraged to use sources from around the world (particularly from the country/countries where the target language is spoken) in developing and implementing their programmes.

Students' awareness of linguistic, cultural and societal similarities and differences should be developed through the learning of the language. Language B in the MYP encourages in students an understanding of and respect for their own countries and cultures, and those of others.

Communication

MYP language B should provide students with opportunities to develop further and to enhance their communication skills. Within the four macro-skills of speaking, listening, reading and writing, students should develop skills in formal and informal communication and the ability to use the language B in real-world situations (for example, information gathering, effective oral interaction, document production including essays and reports). These communication skills will be developed and practised further by applying them across the other seven subject groups of the MYP. Teachers and students may also use the language B as the means by which material is learned in other subject groups.

Requirements

MYP language B is a compulsory component of the MYP in **every** year of the programme.

Developing the curriculum in the school

The language B course must be structured within the school so that the final aims and objectives set by the IBO for this subject group can be met effectively. In order to do this, schools will need to provide for **sustained** language learning.

The language B course must provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their language skills to their full potential.

The languages B chosen by the school must be modern languages.

Selection of certification levels

The assessment criteria for language B are separated into three discrete groupings to address each of the certification levels available.

During the first **four** years of the MYP, provision must be made for teaching language B to students who are aiming to register for certification in their final MYP year for either language B standard or language B advanced. Students may move between language levels (within the same language) during the first four years at the school's discretion. However, the registration of students in either language B standard or language B advanced must be made at the beginning of the fifth year (see section G of the *MYP coordinator's handbook* for registration deadlines). Schools should be aware that there are differences between the final assessment criteria for these options, and students should be prepared appropriately.

Level	Requirements
Language B advanced	<p>Students registering for this level:</p> <ul style="list-style-type: none"> will show a high level of competence in the language B, but will not yet be ready to undertake the language as language A will, in addition to studying the language at a more-complex level, also be incorporating the study of literature. <p>Language B advanced students are those who need a greater challenge than that offered through language B standard. Schools will notice that the assessment descriptors for language B advanced are beginning to reflect those of MYP language A (but are less demanding), reinforcing balanced bilingualism as the long-term goal.</p>

Level	Requirements
Language B standard	<p>Students registering for this level:</p> <ul style="list-style-type: none"> will show the level of competence expected of students who have studied a foreign language for four or five years, usually without access to the language outside the school environment.
Language B foundation	<p>Students registering for this level:</p> <ul style="list-style-type: none"> will have studied the language B for less than the full length of the MYP, due to school transfer or other special circumstances may be in a school authorized as delivering the programme flexibility option (implementing the MYP in the two years preceding the Diploma Programme (DP)*) may have other valid reasons for undertaking this option, approved by IBCA or their regional office. <p>As schools need to provide sustained language learning, students should not transfer to language B foundation from another language B course part-way through the MYP. The language B foundation level is not available as part of the curriculum flexibility option (where a student may take six subjects in each of the final two years of the MYP*).</p> <p>*Please see the glossary for further explanation of the difference between curriculum flexibility and programme flexibility.</p>

For examples of the standards expected of students, please refer to the language B teacher support material that complements this guide.

Contact hours

It is essential that teachers be allowed the number of contact hours necessary to meet the requirements of the MYP language B courses in their particular school. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IBO recognizes that, in practice, more than 50 teaching hours per year will be necessary not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of disciplines that enables interdisciplinary study.

Considering the final objectives and standards expected in MYP language B, more hours than the minimum figure per year are recommended, though this may vary depending on school location and student background. Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the final objectives for language B.

Resources

Information and communication technologies (ICT) should be used whenever possible as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of language resources and as a new channel for developing skills. Teachers have the responsibility to teach students to use all electronic media critically so that students are aware of the limitations of the data.

The choice of resources within a school will also need to reflect the ability range within that school. The school library has an essential role to play in this process and should, for example, have available good choices of supplementary materials and graded readers in the target language.

Schools need to ensure that teaching materials from the country/countries where the target language is spoken are provided for language B classes.

Resources used and tasks assigned should be carefully chosen and prepared so that objectives can be met and assessment criteria can be applied.

In addition, the online curriculum centre (OCC) is a valuable resource for teachers in the MYP. It contains discussion forums and resource banks, as well as official IBO publications that can be downloaded. Please see your MYP coordinator for a school code and password.

Developing the curriculum in the classroom

When planning a unit of work in language B, teachers should ensure that:

- relevant aspects of the unit are presented through the perspective of at least one of the areas of interaction
- linguistic understanding and skills are being developed
- learning outcomes match the MYP objectives (see objectives in “Aims and objectives”)
- student achievement of the objectives is measured against the assessment criteria (see “Language B assessment criteria”); please note that the use of assessment criteria may be modified outside the context of external moderation, and particularly in years 1–4 for the language B standard and advanced options
- appropriate materials are selected from a wide range of sources.

Addressing the areas of interaction

There are five areas of interaction:

- approaches to learning (ATL)
- community and service
- *homo faber*
- environment
- health and social education.

These areas provide a means of broadening student experience, placing learning in context and helping students to develop attitudes and values based on knowledge and skills. They form the basis of the MYP and contribute to an education resulting in global awareness, international understanding and an appreciation of cultural diversity. They should be at the core of the teaching of all subject groups and the primary approach to the areas of interaction must be through the curriculum.

The areas of interaction should be used as “lenses” through which to view the curriculum, and to provide a base for teachers upon which they can encourage student reflection on the issues at hand. Teachers should consult the MYP *Areas of Interaction* guide to become familiar with the aims, objectives and dimensions of each area. This will help them to identify links to relevant topics and issues, and base units of work on these areas.

Not all work in language B needs to be linked to an area of interaction. Likewise, when dealing with the areas of interaction in the language B, the depth in which students can deal with a topic in the target language will depend on their linguistic competence: foundation-level students may be able to deal with only very basic ideas whereas advanced-level students may be able to discuss complex ideas in the language B.

It is important to note that some of the examples that follow could easily fit into more than one category. The areas of interaction should be seen as overlapping throughout the programme.

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning are central to language B as they are to all MYP subject groups.

Through approaches to learning, schools provide students with the tools to enable them to take responsibility for their own learning. This involves planning, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

Specific approaches to learning (ATL) skills that may be developed through language B include:

- **language-acquisition skills**—developing effective language-learning strategies, reading and listening for main ideas, reading and listening for specific information, awareness and use of techniques for working out grammatical rules and conventions, recognizing morphemes and syntactical structures, recognizing parallels, similarities and differences between languages, deducing meanings from context
- **information literacy skills**—working effectively in a resource centre, knowing which sources to use and how to find them, use of dictionaries and other reference sources including the Internet, knowing how to avoid plagiarism
- **communication skills**—speaking, listening and reading for understanding, writing, responding effectively, questioning, presenting, being aware of register
- **collaborative skills**—working as a team, developing interpersonal skills, engaging in effective peer work
- **technical skills**—structuring, taking notes, skimming/scanning, documenting sources, making a critical assessment of information
- **thinking skills**—using contextual clues to extract information, self-editing, drawing conclusions, organizing and articulating their own views according to linguistic capabilities, distinguishing between active and passive linguistic knowledge
- **reflection skills**—reflecting critically on their own work and that of their peers (students may aim to reflect in the language B by the end of the programme).

ATL skills also help students to understand the transferability of these skills across the subject disciplines.

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Incorporating community and service into the study of language B encourages responsible citizenship as students deepen their knowledge and understanding of the world around them.

Students may discover the social reality of self, others and communities, and through this awareness, in turn, may initiate involvement and service. Student reflection on their community and service activities, both within and outside the school arena, encourages an enhanced awareness of needs within a community as well as of their own abilities in responding to those needs.

Activities that may be considered to integrate community and service through language B include:

- **awareness**—exploring concepts of identity, culture and community as they relate to the target language, investigating social, environmental and economic problems and their effects on communities, researching service and aid programmes in school, local, regional and global communities
- **involvement and service**—promoting awareness campaigns, organizing individual and group responses to community needs, peer tutoring
- **reflection**—reflecting on topics studied and services undertaken (students may aim to reflect in the language B by the end of the programme).

Homo faber

Why and how do we create?

What are the consequences?

Homo faber is a person who can be an artisan, a maker of objects, an artist, an inventor or a thinker. However, as an area of interaction, *homo faber* goes beyond looking solely at individuals, and looks at human contributions both in context and as part of an ongoing process. *Homo faber* stresses the way humans can initiate change, whether for good or bad, and examines the consequences. It emphasizes both the importance of researching the developments made by people across space, time and cultures, and the importance of taking time to reflect on these developments. *Homo faber* goes beyond the act of creation alone, leading students to examine, experience and reflect on the creative process.

Some examples of the study of *homo faber* through language B include:

- using the language B and associated cultures as a basis for discussion of the principles of *homo faber*, for example, aesthetics, mathematical and scientific thought, ethics, change and adapting to change
- investigating beliefs, celebrations, ways of living, ways of adapting and ways of solving problems in their own and other cultures
- gaining exposure to individuals such as authors, artists, composers and inventors represented in the language B cultures
- exploring the creative use of language and culture through interpretive study of texts and the development and application of their own skills
- examining human bias in text
- reflecting on the consequences of human development and action, in terms of language change, linguistic imperialism and language extinction (students may aim to reflect in the language B by the end of the programme).

Environment

Where do we live?

What resources do we have or need?

What are my responsibilities?

This area of interaction stresses the importance of the interdependence between human beings and the world. It encourages students to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments.

Activities that may be considered to integrate environment through language B include:

- investigating a variety of environments, natural and artificial, as related to the language B
- examining the nature of interactions with our and others' environments, as related to the language B
- comparing and contrasting environmental issues in different countries (home country, host country, target-language countries)
- studying environmental changes and issues, their causes, and their linguistic and cultural dimensions
- taking responsibility and organizing action to combat an environmental challenge or to help maintain an environmental balance
- reflecting on the effectiveness of students' own actions related to the environment (students may aim to reflect in the language B by the end of the programme).

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and others?

Through the area of health and social education, students should have the opportunity to develop a sense of responsibility for their own well-being and for their physical and social environment. Students in language B are in a position to develop an understanding of, and open-mindedness towards, speakers of other languages, and people from other cultures.

Incorporating health and social education into language B includes studying variations in human welfare over time, space and cultures.

Activities that may be considered to integrate health and social education through language B include:

- studying a range of texts concerning health and social issues in the language B
- comparing and contrasting health and social issues in different parts of the world
- studying how societies have reacted to and dealt with health and social issues in the past, and looking at political and economic ramifications of health and social issues

- working with other subject groups on diverse issues such as gender, race, sexuality, class and religion
- discussing moral issues regarding health and social education, and looking at the ways in which their own and other cultures deal with them
- organizing awareness campaigns within the school and local community based on students' research.

Points to consider

- References to the areas of interaction must be natural and meaningful. Teachers should avoid contrived links that do little to further the students' understanding of the issues. Although language B topics and materials often tend to address more than one area of interaction naturally, all five areas do not need to be dealt with in each and every unit of work. As in other areas of teaching, links to the areas of interaction must be well coordinated to avoid overstressing some aspects while neglecting others.
- The areas of interaction should inspire the choice of topics.
- Area leaders are important, as they cross departmental lines within the school.
- Not all work in language B needs to be linked to an area of interaction. Likewise, when dealing with the areas of interaction in the language B, the depth in which students can deal with a topic in the target language will depend on their linguistic competence: foundation-level students may be able to deal with only very basic ideas whereas advanced-level students may be able to discuss complex ideas in the language B.
- The use of language B can be the means by which material is learned in other subject groups, contributing to a deeper understanding of the areas of interaction and the holistic nature of the MYP.
- Any reference to "I" in the areas of interaction guiding questions could also be interpreted as "we" where this is more appropriate to the social ethos of the school or location.

Aims and objectives

Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition they suggest the ways in which the student may be changed by the learning experience.

The aims of the study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning.

Objectives

At the end of the course students should be able to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.

Note: The objectives will be achieved at different levels of sophistication for the different certification levels. Please see the assessment criteria and the language B teacher support material for indicators of these different levels.

Development of language to meet MYP objectives

In order to meet the MYP language B objectives at each of the certification levels, teachers will need to concentrate on each of the four macro-skills of language: speaking, listening, reading and writing. Teachers should endeavour to link the tasks listed below to the areas of interaction, or to international or cultural issues where appropriate.

Speaking

Formative and summative speaking tasks should include formal and informal exchanges such as role-plays, discussions, debates, pair work, interviews and presentations (both with and without question and answer sessions in the target language).

The above tasks should allow students to practise and demonstrate genuine, spontaneous interaction, which is required in final assessment tasks.

Listening

Listening comprehension is no longer assessed separately. As listening comprehension is a natural part of oral interaction, it is assessed as part of criterion A at all certification levels.

Formative work in pure listening comprehension (no oral interaction) is encouraged as a vital component in developing students' language skills, especially at foundation level when students are becoming accustomed to the sounds of the language.

Formative and summative listening tasks may include listening to radio reports, speeches, or any other recorded information, and responding in a variety of ways. Viewing may be included as part of the listening task where students watch and respond to a televised news bulletin, weather report, etc or a movie in the target language.

Reading

Formative and summative tasks for reading should include a variety of texts, chosen by the teacher as appropriate for the students' level, for example, textbook passages, magazine and newspaper articles, short stories and novels (including abridged/modified versions). Teachers should aim for a range of factual and literary texts. Teachers should also aim to set comprehension questions in the language B as soon as possible during the course. Viewing may also be included as part of reading tasks where students are shown illustrations or photographic information that complement the text, or vice versa.

Students are required to demonstrate specific reading comprehension skills in final assessment tasks, for example, identifying information, dealing with unfamiliar language, drawing conclusions, identifying opinions, attitudes, writing styles, etc. These skills should be practised in all years of the MYP. Students should also be encouraged to answer reading comprehension questions in the target language, where appropriate.

Writing

Formative and summative tasks for writing may include letter writing, advertisements, essays, creative writing, presentations, etc.

Students are required to demonstrate specific writing skills in final assessment tasks. These skills should be practised in all years of the MYP. Students should be encouraged to practise writing both at length and in a concise manner.

Introduction to assessment

There is no external assessment by the IBO within the MYP and so there are no formal externally set or externally marked examinations. All assessment within the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IBO assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-referenced approach. Students' work should therefore be assessed against defined assessment criteria and not against the work of other students.

This section provides:

- advice on assessment in years 1–5
- guidelines for final assessment
- the assessment criteria and final level descriptors
- the moderation procedures that teachers must follow if their school decides to register students for IBO-validated grades
- monitoring of assessment procedures that teachers must follow if their school opts for this service
- the final grade descriptors.

All MYP schools are expected to develop assessment procedures and methods of reporting to parents that reflect the philosophy and objectives of the programme. All schools are therefore expected to use the assessment criteria published in this guide for final assessment, although local or national requirements may involve other assessment models and criteria as well.

It is highly recommended that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

For schools that request **IBO-validated grades**, the criteria and corresponding achievement levels listed in this guide **must** be used as a basis for the levels submitted to IBCA. For these schools, standardization of assessment is ensured through a process of external moderation of teachers' internal assessments.

The *MYP coordinator's handbook* provides further details concerning the registration of students for certification and the process of external moderation.

Assessment in years 1–5

Formative and summative assessment

Assessment in the MYP should be an integral part of teaching and learning. The use of assessment in a formative sense, to judge regularly the effectiveness of both teaching and learning processes, is essential in allowing teachers and students to identify strengths and weaknesses. The purpose and means of assessment should be clearly explained to the students.

- **Formative assessment** is an integral part of the learning experience and should not be an artificial “add-on”. The objectives addressed by specific assessment tasks should be shared with students, with feedback taking place as soon as possible.
- **Summative assessment** is the judgment made by the teacher of the standard of achievement reached by each student at the end of each stage of the programme. Assessment tasks should reflect the objectives and assessment criteria of the programme. They must be carefully chosen to measure the achievement level expected for the relevant age group.

The forms of assessment and reporting to parents and students will vary from one school to another. The flexibility of the MYP offers schools the opportunity to design their schemes of work according to their needs, and/or the constraints of their own national curriculum, while working towards the attainment of the MYP objectives.

Formative and summative assessment should:

- allow both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills
- measure the application of knowledge, concepts and skills rather than the mere recall of facts
- reflect achievement against the criteria for the subject
- involve student participation and reflection; for example, students should know the assessment criteria for a given task and, on occasion, help devise an assessment grid (rubric) to measure various aspects of their performance
- provide students with an opportunity to analyse their own learning and to recognize what areas need improvement
- be based on agreed standards of performance for a particular year group, with expectations set by teams of classroom teachers and clearly communicated to students and parents
- be informative for students, parents and teachers, and provide direction for future instruction
- provide equal opportunities for all students regardless of gender, culture and special needs.

Depending on circumstances, students will reach the objectives at different times and in different ways. The MYP provides schools with final (year 5) objectives for each subject, and schools are free to organize both teaching and assessment according to their needs.

Assessment tasks

In general, MYP teachers are free to devise the exact nature of the assessment tasks that they use. Assessment should be based on a variety of types of activity since no one task will cover all of the objectives of an MYP subject. Projects, exhibitions, oral presentations, performances and demonstrations as well as written papers or essays all provide evidence for the assessment of student learning. The tasks set, however, should stem from learning activities and ideally will be learning experiences themselves. Tasks can be designed to allow the assessment of different objectives against relevant criteria.

For schools that are sending samples for moderation, please note that there are prescribed minimum task requirements, and schools will need to ensure that these task types are completed at the relevant time (see “Language B: moderation”).

Students may experience various levels of support in assessment tasks, since peer-conferencing, teacher-conferencing, editing and correcting are all essential learning tools.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. The achievement levels described have been written with year 5 final assessment in mind. In years 1–4, schools may wish to adapt the relative importance, focus and expected achievement levels for each criterion according to the progression of learning organized by them. Schools may add other criteria and report on these internally to parents and students.

Care should be taken to apply criteria only to pieces of work for which they are appropriate.

The “best fit” approach

The descriptors for each criterion are hierarchical. When assessing a student’s work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor that corresponds to a markband.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student’s work.

If the work is a good example of achievement in a markband, the teacher should give it the higher achievement level in the band. If the work is a poor example of achievement in that band, the teacher should give it the lower achievement level in the band.

General principles

Only whole numbers should be recorded; partial levels, fractions and decimals are not acceptable.

The levels attributed to the descriptors must not be considered as marks or percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass/fail boundary for each criterion, or make comparisons with, or conversions to, the MYP 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students aged 16. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Conversely, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan.

For schools that request IBO-validated grades, the assessment results (criterion levels totals) submitted to IBCA **must** be based **only** on the criteria and achievement levels listed in this guide. The teacher's final assessment of each student as recorded on IBIS should be the total of the achievement levels that best reflect the student's abilities at the **completion** of the programme.

Language B assessment criteria

Please note that the assessment criteria in this guide are for first use in final assessment in the year 2007. For final assessment in 2006, please use the assessment criteria as published in the previous MYP *Language B* guide (August 2000).

Students may register for one of three levels within language B: language B foundation, language B standard and language B advanced. Teachers will need to use the corresponding criteria to assess students at their registered level. (For more information on which level to register students for, please see “Introduction to MYP language B”, “Requirements”, and the answers to frequently asked questions under the heading “General”.)

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

Language B foundation

ORAL COMMUNICATION		
Criterion A	Speaking and listening—message and interaction	Maximum 8
Criterion B	Speaking—language	Maximum 8
WRITING		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
READING COMPREHENSION		
Criterion E	Reading comprehension	Maximum 16

Language B standard

ORAL COMMUNICATION		
Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—language	Maximum 8
WRITING		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—language	Maximum 8
READING COMPREHENSION		
Criterion E	Reading comprehension	Maximum 16

Language B advanced

ORAL COMMUNICATION		
Criterion A	Oral communication—message and interaction	Maximum 8
Criterion B	Oral communication—style and language use	Maximum 8
WRITING		
Criterion C	Writing—message and organization	Maximum 8
Criterion D	Writing—style and language use	Maximum 8
READING COMPREHENSION		
Criterion E	Text interpretation	Maximum 16

- 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 descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.
- It is intended that oral skills, writing skills and reading comprehension/interpretive skills are equally weighted, hence the need to double the final level for criterion E at each certification level.

Detailed descriptions of the assessment criteria and band descriptors follow.

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 their 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, 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	<p>The student communicates information some of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's responses show difficulty in understanding most of the questions or comments even when rephrased; responses are often inappropriate.</p> <p>The student's ideas are not always relevant; little or no detail is given.</p> <p>Frequent prompting and/or rephrasing and/or hesitation consistently affect the flow of ideas.</p>
3–4	<p>The student communicates information most of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's responses show difficulty in understanding some of the questions or comments; some of the responses are inappropriate.</p> <p>The student's ideas are relevant though they contain limited detail.</p> <p>Prompting and/or rephrasing and/or hesitation sometimes affect the flow of ideas.</p>

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

Notes

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.

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, 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's pronunciation and intonation have many errors and make understanding difficult throughout the exchange. The student uses a limited vocabulary , and has difficulty in finding words . The student makes frequent errors when using basic grammatical structures .
3–4	The student's pronunciation and intonation have some errors, some of which make understanding difficult . The student uses a basic range of vocabulary , though there is some inappropriate word choice . The student uses basic grammatical structures , though with some errors .
5–6	The student's pronunciation and intonation have some errors , though these don't interfere with comprehensibility . The student makes good use of a basic range of vocabulary . The student uses basic grammatical structures, generally accurately . There are some attempts at more-complex structures .
7–8	The student's pronunciation and intonation are clear and make communication easy . The student makes excellent use of a basic range of vocabulary . The student uses basic and more-complex grammatical structures, generally accurately .

Note

1. Pronunciation/intonation: clarity must be considered here, rather than issues of accent.

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, 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	<p>The student communicates information some of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's ideas are basic and/or repetitive; they are not always relevant and little or no detail is given.</p> <p>There is little or no formal structure, making the information/ideas difficult to follow.</p>
3–4	<p>The student communicates information most of the time, on a limited variety of aspects within common/everyday topics.</p> <p>The student's ideas are usually relevant, though they contain limited detail and/or support.</p> <p>The presentation shows a good attempt at structure, though there are some lapses. The student uses few cohesive devices.</p>
5–6	<p>The student communicates information most of the time, on a variety of aspects within common/everyday topics.</p> <p>The student's ideas are relevant and contain some detail and/or support where appropriate.</p> <p>The presentation follows a logical structure. The student uses a basic range of cohesive devices.</p>
7–8	<p>The student always communicates information, on a variety of aspects within common/everyday topics.</p> <p>The student's ideas are relevant and detailed and/or supported where appropriate.</p> <p>The presentation follows a logical structure. The student uses cohesive devices that add clarity to the message.</p>

Notes

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.

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, 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 a limited range of vocabulary and grammatical structures; there are frequent errors that interfere with communication. Spelling/writing often impede communication.
3–4	The student uses a basic range of vocabulary and grammatical structures; there are some errors that interfere with communication. There are some errors in spelling/writing that sometimes interfere with communication.
5–6	The student makes good use of a basic range of vocabulary and grammatical structures. Vocabulary and grammar are generally accurate . There are some attempts at more-complex structures . There are some errors in spelling/writing, but these do not interfere with communication.
7–8	The student makes excellent use of a basic range of vocabulary and grammatical structures, and uses some more-complex structures . Vocabulary and grammar are accurate . There may be occasional errors in spelling/writing, but these do not interfere with communication.

Note

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.

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, 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 identifies basic facts in texts with familiar language . The student shows a limited understanding of the text(s) overall .
3–4	The student identifies basic and more-complex facts in texts with familiar language , and identifies the main idea . The student shows an understanding of some parts of the text(s) .
5–6	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language , and identifies the main idea and supporting details . The student shows an understanding of most parts of the text(s) .
7–8	The student identifies basic and more-complex facts in texts with familiar and unfamiliar language , identifies the main idea and supporting details , and draws conclusions . The student shows good understanding of the text(s) overall .

Notes

1. 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.
2. Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
3. If students respond in the target language, they should not be penalized for language errors.

Language B standard: 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 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 role-plays, discussions, 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	<p>The student's communication of information is incoherent; ideas are generally irrelevant and/or repetitive; opinions are unsupported.</p> <p>The student has difficulty in responding, even in familiar situations.</p> <p>The student often needs prompting to encourage a response; conversation/dialogue does not flow.</p>
3–4	<p>The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive; some opinions are supported.</p> <p>The student shows understanding through responding correctly in familiar situations.</p> <p>The student needs occasional prompting to encourage a response, and this contributes to some lapses in the flow of conversation.</p>

Achievement level	Descriptor
5–6	<p>The student communicates information clearly, though there is some difficulty with more-complex ideas. The student's ideas are relevant but not always developed; opinions are usually justified.</p> <p>The student shows understanding through responding correctly in familiar and some spontaneous situations.</p> <p>The student can maintain the flow of conversation, and may show some active and/or spontaneous engagement. The student needs occasional prompting but this does not disturb the flow of conversation.</p>
7–8	<p>The student communicates information clearly and effectively; both simple and complex ideas are relevant and developed; opinions are justified.</p> <p>The student shows understanding through responding correctly in familiar and spontaneous situations.</p> <p>The student contributes to the coherent flow of conversation; and is actively and spontaneously engaged. Any prompting is natural and does not disturb the flow.</p>

Notes

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.

Criterion B: oral communication—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, 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's pronunciation and/or intonation are inaccurate and consistently interfere with comprehensibility. The student's range of vocabulary and structures is limited and/or is used inappropriately or incorrectly . Errors interfere frequently .
3–4	The student's pronunciation and/or intonation have mistakes that sometimes interfere with comprehensibility. The student uses a basic range of vocabulary and structures, with occasional mistakes . Errors sometimes interfere .
5–6	The student's pronunciation and/or intonation have occasional mistakes but these rarely interfere with comprehensibility. The student uses a range of vocabulary and structures appropriately ; and attempts to use idiom and register appropriate to the context. Errors rarely interfere .
7–8	The student's pronunciation and/or intonation have occasional mistakes , but these do not interfere with comprehensibility. The student uses a wide range of vocabulary and varied structures appropriately, including idiom and register appropriate to context. Errors do not interfere .

Notes

1. Pronunciation/intonation: clarity must be considered here, rather than issues of accent.
2. Register: this refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.

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, 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's communication of information is incoherent ; ideas are generally irrelevant and/or repetitive ; opinions are unsupported . The lack of structure contributes to the poor clarity of the message.
3–4	The student has some difficulty in communicating information; ideas are sometimes irrelevant and/or repetitive ; opinions are often unsupported . The student makes an attempt at structuring the work, and uses some basic cohesive devices .
5–6	The student communicates information clearly , though there is some difficulty with more-complex ideas . The student's ideas are relevant but not always supported ; opinions are sometimes justified . The student structures the work appropriately , which adds to the clarity of the message; there is an appropriate use of cohesive devices .
7–8	The student communicates information clearly and effectively ; both simple and complex ideas are relevant and supported ; opinions are justified . The student structures the work clearly and effectively , which adds to the clarity and coherence of the message; there is effective use of cohesive devices .

Notes

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.

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
- write with a particular audience in mind?

Tasks used to assess criteria C and D often include letter writing, advertisements, essays, creative writing, presentations, 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 a limited range of vocabulary and structures; these may be used inappropriately or incorrectly . Errors interfere frequently . Spelling/writing are inaccurate and interfere with communication. The writing does not reflect a sense of audience .
3–4	The student uses a basic range of vocabulary and structures, with occasional mistakes . Errors sometimes interfere . There are occasional mistakes in spelling/writing that sometimes interfere with communication. There is an attempt to use appropriate register , which shows some evidence of a sense of audience .
5–6	The student uses a range of vocabulary and structures appropriately ; and attempts to use idiom appropriate to the context. Errors rarely interfere . There are occasional mistakes in spelling/writing but these do not interfere with communication. The student shows a sense of audience , though there may be some lapses in using the appropriate register .
7–8	The student uses a wide range of vocabulary and varied structures appropriately , and uses idiom appropriate to the context. Errors do not interfere . The student shows a good command of spelling/writing. The student shows a clear sense of audience by consistently using an appropriate register .

Notes

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.

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 both stated and implied information
- identify main ideas and supporting details
- draw conclusions and recognize implied opinions and attitudes
- identify aspects of format and style?

Tasks used to assess criterion E often include letters, advertisements, magazine and newspaper articles, prose, 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 identifies basic information stated in texts with familiar language . The student shows a limited understanding of the text(s) overall .
3–4	The student identifies stated information, main ideas and some supporting details in texts with familiar language . The student shows an understanding of some parts of the text(s) .
5–6	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas . The student draws conclusions . The student shows an understanding of most parts of the text(s) .
7–8	The student identifies stated and implied information, main ideas and supporting details in texts with familiar and unfamiliar language and/or complex ideas . The student draws conclusions and recognizes opinions and attitudes implied within the text . The student identifies some aspects of format and style where appropriate. The student shows a good understanding of the text(s) overall .

Notes

1. 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.
2. Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
3. Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher levels.
4. When students respond in the target language, they should not be penalized for language errors.

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, 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	<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>

Achievement level	Descriptor
3–4	<p>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> <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>

Notes

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.

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, 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	<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>

Notes

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.

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, 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	<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	<p>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> <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>

Notes

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.

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, 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	<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 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>

Achievement level	Descriptor
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>

Notes

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.

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, 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	<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>

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

Notes

1. 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.
2. Teachers must choose texts and set tasks that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors.
3. Although multiple-choice questions may be appropriate in addressing the lower levels of criterion E, they are not recommended for addressing the higher levels: open-ended questions are more effective in allowing students to demonstrate all the skills listed in the higher bands.
4. Student responses in the target language should not be penalized for language errors.
5. Criterion E for language B is more demanding in that the descriptors indicate the degree and quality of skills rather than just increasing the number of skills.

Determining the final grade

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1. Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria at intervals during the final year in the subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **several judgments against each criterion**. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity. Language B has **five** criteria and so at least **ten** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment. However, as more-complex tasks will normally assess several criteria, final assessment may rest on a limited number of tasks.

Important: if more than one teacher is involved in one subject for a single year group the school must ensure **internal standardization** is used to provide a common system for the application of the assessment criteria to each student. In joint assessment, internal standardization is best achieved by:

- the use of common assessment tasks
- shared marking between the teachers
- regular contact between the teachers.

In certain schools, students may be grouped according to ability within the same subject. In such cases, the teachers' final assessment of student performance across all groups must be based on a **consistent application of the assessment criteria to all students**. A different standard should not be applied to different groups.

2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the **single most appropriate level for each criterion**. Where the original judgments for a criterion differ for specific assessment tasks, the teacher must decide which level best represents the student's final standard of achievement.

Important: teachers should not average the levels gained in year 5 for any given criterion. Students can develop academically right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds to a student's general level of performance for each of the criteria towards the end of the programme.

Please note that in language B, the **final** level for criterion E should be multiplied by **two** in order to give equal weighting to comprehension and expressive skills overall.

3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a **final criterion levels total** for language B for each student. In language B foundation, standard and advanced students have the opportunity to gain a maximum level of eight (8) for criteria A, B, C and D, and a maximum level of sixteen (16) for criterion E due to the doubling of this criterion to ensure correct weighting of skills. Therefore the maximum final criterion levels total for language B will be forty-eight (48). (This is the total that will be submitted to IBCA via IBIS.)

4. Determining the final grade for language B

Grade boundaries must be applied to the criterion levels totals to decide the final grade for each student.

Please see the *MYP coordinator's handbook* for the table of grade boundaries for language B.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest) on IBO documents. The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the conversion table to determine a student's final language B grade, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Important

Schools requiring **IBO-validated grades** are required to use **only** the MYP subject-specific criteria, level descriptors and grade boundaries as a basis for the final results that they submit to the IBO (both for moderation and as final assessment for certification).

Other schools (those not requiring IBO-validated grades) will use the criteria together with those they have developed independently, and report internally to students and parents. These schools may decide on their own grade boundaries, or use the boundaries published by the IBO.

Language B: moderation

The following details apply **only** to schools that request **IBO-validated grades**.

Teachers should note that there are three distinct phases to the moderation process.

- Phase 1—submission of moderation samples
- Phase 2—submission of criterion levels totals
- Phase 3—award of MYP grades

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students' own classroom teachers (or by the supervisors in the case of the personal project). The IBO moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to IBCA **must** be assessed using the assessment criteria and achievement levels listed in this guide.

Phase 1: submission of moderation samples

Schools that request IBO-validated grades must submit a moderation sample. Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. In each folder teachers must include a completed coversheet *Form F3.1*. An additional folder containing descriptions of the assessment tasks and background information for each task must be supplied.

Prescribed minimum

The required number of judgments against each criterion for language B foundation, language B standard and language B advanced is:

- Criteria A, B, C and D: one (1) judgment each
- Criterion E: two (2) judgments.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

- An audio cassette or CD recording of an oral activity
- One writing assignment produced under supervision in class
- Two reading comprehension exercises completed under supervision in class

One of the above tasks must reflect one or more areas of interaction, or cultural or international issue(s).

Length requirements

	Language B foundation	Language B standard	Language B advanced
Oral activity	3–5 minutes	3–5 minutes	3–5 minutes
Writing assignment	150 words minimum 180 characters minimum for Chinese 300 characters minimum for Japanese	200 words minimum 240 characters minimum for Chinese 400 characters minimum for Japanese	300 words minimum 360 characters minimum for Chinese 600 characters minimum for Japanese
Reading comprehension text (per exercise)	Approximate total of 500 words/characters	Approximate total of 750 words/characters	Approximate total of 1,000 words/characters One of the texts must be of a literary nature
	Reading comprehension texts used must also be of a difficulty appropriate to the designated level.		

Important notes

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this guide.
- Teachers should ensure that the correct number of judgments is recorded for each criterion on the coversheet *Form F3.1*. The reverse of coversheet *Form F3.1* may contain information on extenuating circumstances for individual students if it is not already contained in the background information.
- Teachers should include the same tasks for all students in the sample wherever possible.
- It is acceptable to enclose additional pieces of students' work (including assessment tasks and background information) if these are necessary to meet the required number of judgments against each criterion.
- Tasks for final assessment and moderation must be devised to give students the opportunity to reach the highest achievement level of each criterion.

- Descriptions of the assessment tasks and background information should be compiled into a ninth folder. This should include a blank copy of the tasks with markschemes applied, as well as answer keys for the reading comprehension tasks. This information does not need to be added into each of the eight student folders. This may be submitted in the working language of the school (English, French, Spanish or Chinese) or in the language B.
- Background information should document details that may be useful to the moderators, such as time allocation for an assessment task, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic, use of dictionaries, etc.
- In the background information, evidence illustrating the teacher's application of the assessment criteria should also be documented, such as markschemes (with a copy of the relevant worksheet, test paper, etc), comments on student work, and descriptions of the ways the assessment tasks were presented to the students.
- Anything in the moderation sample that differs from the stated requirements should be explained in the background information.
- Student work submitted should reflect the types of assessment tasks used later in the year by the teacher for final assessment; ideally there should be a range of assessment tasks.
- Where possible, original student work should be submitted rather than photocopies.

Important notes for the oral activity

- The student should be clearly identified on the audio cassette tape or compact disc (CD) at the beginning of the recording, and the tape or CD should be clearly labelled.
- The recording sent for moderation should be 3–5 minutes long and be one continuous recording of one task, or part thereof (for example, five one-minute dialogues are not appropriate for moderation). The recording should give supporting evidence to the level awarded by the teacher.
- Participants in the oral task sent for moderation should be either the teacher and student or a pair of students, to give maximum opportunity for interaction. Students should be engaged in genuine conversation about the topic. They may use notes, but they should not read from a prepared text and should not have memorized or rehearsed the conversation in advance, as genuine, spontaneous interaction must be shown.
- When a pair of students participate in an oral activity, care should be taken that different levels of proficiency in the language do not disadvantage either student.
- Group work (round-table discussions, debates, etc) is encouraged in practice. However, it should not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain a student's actual contribution to a piece of work, or identify an individual student on audio cassette/CD.

Important notes for the writing assignment

- Writing tasks submitted for moderation should conform to minimum word requirements. This is to make sure students are given the scope to reach the highest band of the criteria, and allows for consistency between moderation samples.
- Group work is encouraged in practice. However, it should not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain a student's actual contribution to a piece of work.
- Writing tasks sent for moderation should reflect the student's own work entirely, with no formative input from others.

Important notes for the reading comprehension exercises

- Reading comprehension texts used in tasks submitted for moderation should conform to length requirements. This is to make sure students are given the scope to reach the highest band of the criteria, and allows for consistency between moderation samples. (A reading comprehension exercise may consist of more than one text to cover the length requirement. However, the texts must be related to constitute one exercise overall.)
- Reading passages used must be of a difficulty appropriate to the designated level; the text and questions must allow students to demonstrate the skills listed in the descriptors for criterion E.
- So that moderators can understand the teacher's award of levels, teachers should indicate which descriptor band of criterion E applies to which question as part of the markscheme.
- Texts used for a task should be "unseen", that is, students should be unfamiliar with the text used. They may have dealt with the topic in class, but will not have studied the text before completing the comprehension exercise.
- Reading comprehension exercises should be done under direct teacher supervision, including the reading of the text.
- Questions in a reading comprehension exercise should be in the target language.
- Students of language B advanced level should give their answers to a reading comprehension exercise in the target language. However, at standard and foundation levels, students should be allowed to demonstrate their comprehension in their mother tongue, or in the language of instruction of the school, if they know the answer but cannot express it in the target language when answering questions that address the higher levels of criterion E.

The submission date for moderation samples is likely to come well before the end of a school's academic year. Schools must continue to make further assessments of students' work after moderation samples have been submitted.

In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IBO, students and schools are deemed to be granting the IBO a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* sections F1 and F3 for further information on how this work may be used and section F4 for the *Student claim of exclusive copyright* form if needed.

The *MYP coordinator's handbook* provides the coversheet *Form F3.1*, and further guidance on submitting moderation samples in each subject. The language B teacher support material that complements this guide provides an example of key components of a moderation sample.

Phase 2: submission of criterion levels totals

Phase 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to IBCA.

Phase 3: award of MYP grades

Following moderation in each subject, IBCA may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and IBCA will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Language B: monitoring of assessment

The following applies to schools **not** requesting IBO-validated grades.

Definition

Monitoring of assessment is a service available to authorized MYP schools whereby schools can send samples of assessed student work to IBCA to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. To achieve this it calls on the expertise of trained assessors. Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances, without requiring them to follow every detail of the IBO system of grading.

Monitoring of assessment is not linked to validation of students' grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

Details on registering for monitoring of assessment and fees are available in the *MYP coordinator's handbook*. Examples of completed coversheet *Form F4.4* are available in the language B teacher support material.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school's programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Programme evaluation visit

If a school is due to receive its programme evaluation visit and has not registered students for moderation, it is a requirement that the school sends in a sample of work from each subject group and the personal project before the visit (usually spread over the two years before the due date of the visit). The regional office will provide the school with information and timelines for this requirement. Following the evaluation visit, a school may be required to send in further samples in some subjects as part of the recommended action in the evaluation report.

Moderation pre-check

If a school plans to register students for moderation in the future, the school can use the monitoring of assessment service to receive feedback on its assessment in some or all subjects and/or the personal project before sending in samples for moderation.

Schools planning to submit samples for moderation in the future are strongly encouraged to use monitoring of assessment the previous year. This will allow the school to put in place any adjustments recommended by the assessors, therefore allowing the school to submit appropriate samples when actual moderation takes place.

Guidance on a particular subject

This would not be linked with the school's programme evaluation or plans for moderation. A school may simply require advice on the assessment of a particular subject.

Nature of schools' samples

Please note that the samples sent for monitoring of assessment are not returned to the school.

The content of the samples will vary depending on the reasons why the school is sending the sample for monitoring of assessment. Therefore, this section is split into three:

1. samples that are being submitted for the purposes of the evaluation visit
2. samples that are being submitted prior to moderation
3. samples that are being submitted for general advice/guidance.

Samples for the evaluation visit

The sample for each subject **must** include the components listed below.

1. An outline of the subject coursework for the year, including background information on the organization of the course (time allocation, possible integration with other subjects, involvement in multidisciplinary projects).
2. Assessed student work addressing the subject's assessment criteria and objectives. Teachers must:
 - choose different kinds of assessment tasks that reflect clearly the application of the criteria; teachers are advised to use the minimum requirements for a moderation sample for guidance as those give an even spread over the criteria (see "Language B: moderation")
 - favour more-complex tasks reflecting more than one criterion; it is better to include a limited number of more-complex tasks than a series of very limited assignments or tests
 - favour tasks reflecting the areas of interaction
 - include work from four students for each task; the same students do not have to be used for each task.

For each task included in the sample, teachers must submit the following documents:

- instructions, worksheets and guidance notes given to the students
- a blank copy of the task/test and the teacher's corrected version
- information on the application of criteria to each piece of work
- descriptions of any individual criteria and amended descriptors of achievement levels used in the summative assessment of students in that year. This should take the form of an assessment scheme showing the relative importance of the MYP criteria in the assessment of students.

Each task must be accompanied by the coversheet *Form F4.4*.

Important note

Schools submitting samples as part of their evaluation visit are expected to use the MYP assessment criteria to assess students' progress against the MYP objectives. However, **schools can adapt/amend the level descriptors of the published assessment criteria**. For example, schools must still use "Criterion D: writing—language" to assess the relevant objectives as published in this guide, but they can amend the levels and the level descriptors of this criterion if they wish. These amendments must be appropriate and in the spirit of MYP criterion-referenced assessment. If the assessor feels the amendments are not appropriate, for example they may not assess some of the objectives, then this will be mentioned in the report. The schools are not required to use the IBO's 1–7 grading system.

Samples prior to moderation

The samples should follow the requirements for a moderation sample (but should include work from **four** students rather than eight) and should include the components listed below.

The samples should comprise folders of work from four students (two around the average level of ability within the school, one comparatively good student, one comparatively weak student).

Each folder of language B work must:

- represent the work of only one student
- contain work that has been assessed against each criterion
- contain at least the minimum tasks specified (see "Language B: moderation")
- represent the number of judgments against each criterion as set out in "Language B: moderation"
- include the same tasks as other students represented in the sample wherever possible.

Other documents that are essential for the assessment of student performance are:

- worksheets or instructions/guidance notes given to students
- a blank copy of tasks/tests/examination papers used and the teacher's corrected versions
- a description of the conditions under which the work was completed (in class, preparation allowed, familiarity with topic, use of dictionaries, etc)
- all relevant markschemes.

The work of each student must be in a separate folder and include a completed coversheet *Form F4.2*. This will facilitate treatment by assessors in conditions matching those of a true moderation sample where feedback on the criterion levels awarded is essential.

Samples for general advice/guidance

The content of the samples sent for general advice/guidance is at the discretion of the school. Schools may wish to send in a complete sample, similar to that for the evaluation visit or prior to moderation. Alternatively, schools may wish to send in a single task for feedback, and this is also acceptable.

Schools must understand that the reports received will vary in length and detail depending on the nature of the sample sent.

Samples sent for general advice/guidance may or may not be accompanied by coversheets depending on the nature of the sample. If coversheets are to be used, then those designed for the evaluation visit are likely to be the most appropriate.

Choice of tasks for monitoring of assessment

For evaluation visit/general advice

The tasks listed in “Language B: moderation” are suggestions and therefore do not need to be followed strictly. However, these groups of tasks are designed to give an even spread over the language B assessment criteria (A, B, C, D and E) and so should be carefully considered.

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample. These are the required minimum tasks listed in the section, “Language B: moderation”.

- An audio cassette or CD recording of an oral activity
- One writing assignment produced under supervision in class
- Two reading comprehension exercises completed under supervision in class

One of the above tasks must reflect one or more areas of interaction, or cultural or international issue(s).

Please also see the “Length requirements” and “Important notes” regarding these tasks, as detailed in the section “Language B: moderation”.

Important note

In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IBO, students and schools are deemed to be granting the IBO a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator’s handbook* sections F1 and F4 for further information on how this work may be used and section F4 for the *Student claim of exclusive copyright* form if needed.

General grade descriptors

The generic grade descriptors that illustrate the MYP 1–7 scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. They are not specific to any particular subject-group assessment criteria.

The assessment philosophy established for the MYP requires a criterion-referenced approach rather than one that is norm-referenced. Therefore, the inclusion of normative type statements such as “above average” has been avoided. The approach relies on teachers’ professional expertise in making qualitative judgments similar to those that they make every day in the classroom.

IBCA uses these descriptors to determine grade boundaries for subject groups and the personal project.

Grade	Descriptors
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Frequently asked questions

General

Where do my students fit? Are they language B foundation, standard or advanced?

As most MYP schools follow all five years of the programme, and students are required to study language B in each year, most students will be either language B standard or advanced.

Students studying in an environment where the language B classroom is the only place they are exposed to the language will likely be at language B standard level. Students at language B advanced level will likely have access to the language outside of the language B classroom—it may be the language of instruction of the school, there may be a family background in the language, or it may be the language of the local area.

Students undertaking the language B foundation level for certification will likely have had only the minimum experience (two years) in the MYP (due to school transfer, for example.) Foundation-level certification may also be an option for schools authorized as delivering the MYP through the programme flexibility option in the two years preceding the Diploma Programme (DP), where students have had no prior instruction in the language.

Is there a time requirement for a student registering for language B foundation?

There is no official time requirement for students registering for language B foundation. This is because the MYP is an inclusive programme and there may be valid reasons for a student to be registered for language B foundation even though they have been studying the language B for five years (for example, a student with a diagnosed special educational need). Reasons would be cleared with IBCA and explained in the background information of a moderation sample. Please see also the “Special educational needs” section in the *MYP coordinator’s handbook*.

To be registered for MYP certification, a student must have been in the MYP for at least the final two years. If a student has been studying the language B for three years or more then it is likely they would be better served educationally if they aim for language B standard or advanced.

Are there any negative implications for a student registering for language B foundation?

If the student is aiming to undertake the Diploma Programme (DP) after completing the MYP, there may be some implications. As the student would have completed two years’ study in the language B they would not be eligible to take this language at DP *ab initio* level. However, with only two years’ study in the language, they may not be prepared enough to take the language at DP language B level.

The language B foundation level for MYP certification was introduced to cater for students who have minimal language B study in the MYP due to school transfer or other valid reasons. It was considered inappropriate for these students to have to take the language B standard level for certification when they had fewer than five years’ experience in the language. However, MYP language B foundation may not be adequate preparation for a DP language B course.

What are the Diploma Programme language options for students taking MYP language B?

The following chart gives examples of the most likely options for students when progressing from MYP language to Diploma Programme (DP) language.

Middle Years Programme	Diploma Programme
Language B advanced	Language A2 HL, or Language A2 SL, or Language B HL
Language B standard	Language B HL, or Language B SL
Language B foundation	Language B SL, or Language <i>ab initio</i> in a language different from that studied at MYP language B foundation

How do I ensure that my students are prepared for the Diploma Programme after the MYP?

The best way to do this is to obtain a copy of the Diploma Programme (DP) group 2 guides and past examination papers (language A2, language B, language *ab initio*) and compare the expectations. When students leave the MYP, they should be able to meet the final objectives of the DP after two further years of study.

Can students take “taster courses” of different languages in the first three years of the MYP, and then select one of these to complete at foundation level?

No, this is not acceptable practice. Similarly, students may not study one language for two or three years and then opt for a different language to be assessed at foundation level. Language B study in the MYP should be sustained in the same language over the five years in the programme.

The foundation-level option for certification is primarily designed for students who have, for example, transferred schools and have only two years' experience in the language, or for schools that are authorized as delivering the programme flexibility option where students undertake the MYP for the two years preceding the Diploma Programme (DP).

Can students undertake final assessment in language B foundation in year 4 of the programme, and then discontinue study of language B as part of the curriculum flexibility option?

No, this is not acceptable practice. As stated in the previous answer, the language B foundation option is primarily for students who have, for example, transferred schools part-way through the MYP, or for schools that are authorized as delivering the programme flexibility option where the students undertake the MYP for the two years preceding the Diploma Programme (DP).

However, students may undertake final assessment in language B standard or advanced in year 4 of the programme as part of the curriculum flexibility option.

(Please see the glossary for further explanation of the difference between curriculum flexibility and programme flexibility.)

In what circumstances may students take the language B foundation level for certification?

If a student is new to the school at the beginning of the fourth year of the MYP with no previous language study, or has previously studied a language different from that offered by the school, they would be eligible to gain the MYP certificate with language B foundation as the language B subject component.

If an SEN student requires an extended period of time to achieve the objectives, they may be eligible for this option. The school would need to follow the guidance in the “Special educational needs” section of the *MYP coordinator’s handbook* in order to organize the special arrangements for the student.

If the school is authorized as delivering the programme flexibility option in the two years preceding the Diploma Programme (DP), and the students have no previous instruction in the language B, they would be eligible to gain the MYP certificate with language B foundation as the language B subject component.

In all of the above circumstances, if students have the potential to achieve the final objectives at language B standard or advanced level then this should be aimed for, resulting in a higher standard of achievement and a broader choice of options for study post-MYP.

If you have any questions regarding which option students are eligible for, please contact IBCA for further guidance.

What is the difference between language B advanced and language A?

Teachers are encouraged to see language learning as occurring on a continuum. Students begin with no knowledge of the language, and work towards the goal of language A proficiency—similar to that of a mother-tongue speaker.



Language B advanced is seen as a standard of high proficiency in a language, nearing that of language A. However, the student would still need the sort of linguistic training that occurs in a language B class.

Can I teach students at all three levels of language B in one class?

The three levels of MYP language B are for MYP certification purposes only. All students should be seen as learners of the language B and could therefore be grouped in the same class.

However, as seen in the diagram in the previous answer, if students at all levels are grouped in the same class there will be large differences in language proficiency, and a great need for differentiation on the part of the teacher. Depending on the number of students taking the language B, it is advisable to separate classes so that teachers can concentrate on the needs of students at the different levels.

Why do I need to integrate the areas of interaction into my units of work?

The areas of interaction form the core of the MYP. By making sure a unit of work is developed through one or more areas, teachers are giving that unit of work the opportunity to be integrated with other subject groups in the MYP. Delivering subject matter through the areas of interaction allows students to make their own connections in knowledge, concepts and skills and hence the opportunity for enhanced cognitive development. This also supports the MYP fundamental concept of holistic learning.

How do I integrate the areas of interaction into my units of work?

Rather than “integrate the areas of interaction into units of work”, it is preferable to think of “looking at the unit through the areas of interaction” and seeing how this approach can enhance the study of the language. By having one or more areas as a starting point it is easier to bring focus to the unit. For example, during the broader study of global warming through the area of environment, students could look at neologisms and language change, as well as accessing content through the language B.

What is a guiding question? Do I have to use them in planning my curriculum?

A guiding question (sometimes called an “essential question”) is an overarching question that provides focus to a unit of work. It is often used across subject groups to provide an interdisciplinary focus, as students would endeavour to answer the question from different subject perspectives. For example, the guiding question, “Are changes in language for better or worse?” could be answered through study in languages A and B, humanities and technology, with students developing different answers from each perspective.

Although guiding questions are very helpful in planning the MYP curriculum, as they naturally incorporate multiple subject groups and areas of interaction, it is not a requirement of the MYP that teachers use them.

Can I teach to objectives other than those listed in the *Language B guide*?

Teachers may teach to objectives in addition to those listed. However, students must be given the opportunity to achieve all of the objectives listed in this guide by the end of the final year of the MYP.

How can I detect plagiarism? How can I avoid it in the first place?

If you suspect that work has been plagiarized, one way to check is to conduct an Internet search. Using a major search engine, type in a selection of the work in inverted commas (one sentence should be sufficient). If the work has been taken directly from a web site it will be detected. Your school may also subscribe to a plagiarism detection site. Plagiarism from other sources can be more difficult to detect, depending on how familiar the teacher is with all the resources available to the students.

The best solution is to avoid setting tasks that are easy to complete through plagiarism, or other forms of academic dishonesty. For example, if a task requires students to give their own interpretation of a topic or use their linguistic skills, rather than asking for factual answers, then it is very difficult to plagiarize other material. Tasks should be challenging, but not so difficult that students are tempted to use dishonest means to complete them, and support should be available when students require it. For further information on IBO policy on academic honesty, please see the publication *Academic honesty: guidance for schools*.

Does the IBO recommend any particular style of referencing/quoting/footnoting?

There is no set style for referencing in the MYP. Schools need to decide on one or more recognized styles of referencing that suits the needs of the students and the school.

Can we use teaching resources if we do not have a clear idea of where the resources came from?

Teachers need to adhere to the guidelines of academic honesty as much as the students. Therefore teachers need to make every effort to reference and acknowledge the work of others that they use in the classroom.

Why are the overall grade boundaries not included in the guide?

The grade boundaries are included in the *MYP coordinator's handbook* (available on the OCC), which is updated every year. This gives the flexibility to adjust grade boundaries if necessary after the first moderation session.

Assessment

Why do the objectives and the assessment criteria not match exactly, as they do in other subject groups?

MYP language B is unique in that although all students are working towards the same objectives, they are aiming for achievement of those objectives at different stages on the language-learning continuum. Therefore the objectives have been kept simplified, and the degree to which students should achieve the objectives is clarified in the assessment criteria.

Why is listening comprehension not assessed separately in MYP language B?

Listening comprehension is considered to be a vital formative exercise in learning a language. However, as students develop their language skills they should be encouraged to incorporate their listening skills into oral communication as a more-complex activity.

Listening comprehension is assessed as part of criterion A at each of the certification levels in the final year of the programme. If teachers wish to modify the criteria, or create their own criterion for listening comprehension in years 1–4 of the MYP, they are welcome to do so.

Do reading comprehension questions aimed at level 7–8 automatically assess skills tested at levels 3–4 and 5–6?

Not necessarily. The descriptors for each level increase in difficulty for each skill described. However, they may also add more-complex skills at the higher levels. For example, if a question for a language B standard-level reading comprehension asks a student to identify an aspect of format or style, this does not automatically assess skills at the lower levels.

How do I design a good reading comprehension task? How many questions should be in a reading comprehension task?

When designing reading comprehension tasks, teachers are advised to set questions that address the skills in the assessment criteria descriptors. For example, if a student is to show that they can identify the main idea of a text, they must answer a question that asks them to do this.

Teachers are advised to set at least two or three questions per descriptor to give students ample opportunity to demonstrate the skills described.

In reading comprehension tasks, do I have to identify the level of difficulty for each question?

There is no written requirement in the guide that teachers must do this. However, it is very helpful for students to know which level they are aiming at when completing a reading comprehension task, and which skill(s) they are being asked to demonstrate.

If the reading comprehension is to be sent for moderation, then teachers should identify the level of difficulty for each question. This is a way of providing the markscheme for the piece of work.

I want to assess my students in a wide variety of ways without being restricted to the choice of “oral activity”, “writing assignment” and “reading comprehension exercise”. Can I assess in other ways as well?

Yes. The “oral activity”, “writing assignment” and “reading comprehension exercise” are the required minimum tasks for moderation/monitoring of assessment, and are only a snapshot of what is assessed in schools. Student abilities should be assessed through a wide range of assessment activities during all years of MYP instruction.

What is the difference between “appropriate” and “sophisticated”, for example, in language B advanced criterion D?

This depends on the year level of the student work being assessed and the topic at hand, and will vary from school to school. However, for examples of what is deemed “appropriate” or “sophisticated”, please see the language B teacher support material.

My students cannot achieve the objectives in years 1–4. It is hard to assess years 1–4 against the criteria. What can I do?

The language B objectives are designed in such a way that students should be able to achieve them by the end of five years of study in the MYP (or at the end of two years in the case of achieving them at foundation level). It is not expected that students in the earlier years of the programme will be able to achieve all of them, but it is expected that they will be working towards achieving them.

For years 1–4 of the programme, teachers are welcome to modify the assessment criteria to better suit the needs of their students. Teachers may modify the descriptors (to lower the expectations, make them task specific, or both), or adjust the number of bands to give more or less weight to a certain criterion.

Teachers with students in the first two years of the MYP may wish to use the assessment criteria provided for language B foundation as their modified criteria, as this level is seen as the first two years on the language-learning continuum, leading on to language B standard.

My students have difficulty understanding the descriptors. What can I do?

As mentioned in the previous answer, teachers may modify the assessment criteria descriptors—in this case, it is quite acceptable to simplify the language so that students can understand it.

Can I modify the criteria in year 5 to be task specific?

When assessing tasks to determine final grades, and tasks that are to be sent for moderation, teachers must always assess year 5 students against the assessment criteria as published.

However, modifying the criteria in any year level is of great help to the students in defining what is expected of them in given tasks: it is quite acceptable to add clarification to the published criteria to make them task specific. For example, in criterion D teachers may clarify what a “wide range” of vocabulary would entail for that particular task. For tasks sent for moderation, these types of clarifications are of great help to the moderators in determining the expectations of the students for certain tasks.

How do I let students know what is appropriate for different year levels?

As above, teachers are advised to make use of task-specific rubrics. Through these, teachers can add clarification to the published criteria to explain what is expected at each year level. Teachers will need to ensure that the expectations for each year level assist students in developing their skills so that, by year 5, students will be able to meet the final expectations of the course.

Can I adapt the assessment criteria for my students who are designated as having special educational needs?

The assessment criteria may be adapted in years 1–4 in terms of either requirements, difficulty, language, or a combination of the three, according to the need of the student. In the final year of the MYP, students need to be assessed against the criteria as published. If a diagnosed special need makes assessment of some language B objectives impossible, the MYP coordinator should follow the guidelines in the “Special educational needs” section of the *MYP coordinator’s handbook* so that the student is not disadvantaged when registering and submitting the levels/grade for certification.

What is the connection between the criterion levels and the final grade?

A criterion level only gives a partial assessment of language B. For example, a level for criterion C only shows the student's achievement in "writing—message and organization", and does not give an overall picture of their language abilities. To work out a student's final grade, a teacher must have taken into account levels from all of the criteria, giving a balanced final result. In summary, the final grade is an overall view of the student's achievement in the subject; the criterion levels show student achievement in components of the subject.

For example:

	Criterion A (/8)	Criterion B (/8)	Criterion C (/8)	Criterion D (/8)	Criterion E (/16)	Levels total (/48)	Final grade
Student 1	3	4	7	7	14	35	5
Student 2	8	8	4	3	10	33	5
Student 3	6	5	6	6	8	31	5

Criterion levels and final grades are useful in different ways. For example, schools may use final grades for reporting to parents, but use criterion levels in designing their lessons, as these give more specific feedback on the needs of the students.

Moderation

What are the requirements to get an MYP certificate?

The IBO will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and maximum will be different in the case of the mother-tongue language option.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

Can a student do one language A and two languages B?

Yes. A student may do more than one subject in any given subject group.

As mentioned in the previous answer, if the student does more than one language B, only the single best grade will count towards certification, but all results for language B will appear on the MYP record of achievement.

I can never find students who are, for example, “average” in all tasks. What do I do for moderation?

The aim of moderation is to check that teachers are setting appropriate tasks, and that they are marking the work appropriately, that is, that average work is awarded an average level and good work is awarded a good level.

Often, students do not fit into one “category”, so when submitting samples, teachers will need to tick the “comparatively good”, “average” or “comparatively weak” boxes using the principle of best fit. For example, a student with three excellent and two average pieces of work may be designated “comparatively good”; a student with one excellent, two average and two poor pieces of work may be designated “average”. The important thing is to ensure there is a range of abilities displayed so that the moderator can check that good work is awarded a good level, poor work is awarded a low level, etc.

It is hard to get samples of good year-5-level work when I have to send moderation samples so early in the school year. Are students penalized by this?

No. The moderation process checks that teachers are assigning appropriate levels to student work. Moderators take into account that most of the work sent is from the first half of the final year of the MYP.

How can I address each criterion the required number of times with the four required tasks?

The easiest way to do this is to ensure that the oral activity submitted shows genuine interaction/conversation so that it can be assessed against both criteria A and B, and to ensure that the writing task has been designed so that it can be assessed against both criteria C and D. The two reading comprehension tasks will naturally be assessed against criterion E.

Here are some examples:

Language B foundation

Task	A	B	C	D	E
Conversation with teacher	x	x			
Letter to friend			x	x	
Reading comprehension 1					x
Reading comprehension 2					x

Language B standard

Task	A	B	C	D	E
Conversation with teacher	x	x			
Persuasive letter			x	x	
Reading comprehension 1					x
Reading comprehension 2					x

Language B advanced

Task	A	B	C	D	E
Conversation with teacher	x	x			
Analytical essay			x	x	
Reading comprehension 1					x
Reading comprehension 2					x

What is “background information”? What should I include?

Background information is the information provided in a moderation or monitoring of assessment sample that tells the moderator or assessor details of the tasks, what the expectations were, what resources were available and under what conditions the tasks were completed. Examples of background information include worksheets, instructions or notes given to students, information on time allocation/length of preparation, degree of teacher or peer support allowed, permitted use of dictionaries, blank copies of tasks/tests/examination papers used and the teacher’s corrected versions, relevant markschemes, and comments on student work.

If the sample differs from the stated requirements in any way, this should also be explained in the background information.

If the tasks I give students are not appropriate, will my students be penalized?

If the tasks submitted for moderation do not give students the opportunity to demonstrate all of the skills listed in the corresponding criterion/criteria, or if the standard of language expected is too low for final-year students, then the task will be deemed inappropriate.

When tasks are inappropriate, it is often the case that the levels awarded by the teacher are too high. In these cases, the levels will be lowered appropriately, and this may result in students’ final grades also being lowered.

What is the difference between moderation and monitoring of assessment?**Similarities**

Both monitoring of assessment and moderation:

- use the services of trained moderators and MYP subject specialists selected by the IBO
- are offered only in the four service languages of the MYP—English, French, Spanish, Chinese (apart from languages A and B)
- are conducted on a per-subject basis
- consider samples of student work representing achievement in the MYP subjects and personal project
- are based on the application of MYP objectives and assessment criteria
- involve IBCA sending a report to the school providing constructive feedback to teachers.

Differences	
Monitoring of assessment:	Moderation:
<ul style="list-style-type: none"> aims to provide advice and guidance regarding general assessment principles within a subject 	<ul style="list-style-type: none"> is linked to validation of schools' results in a specific subject
<ul style="list-style-type: none"> is optional for all authorized MYP schools, but is required as part of the programme evaluation process for schools that do not submit to moderation 	<ul style="list-style-type: none"> is required only for schools requesting IBO-validated results
<ul style="list-style-type: none"> requires the school to pay a fixed fee per subject 	<ul style="list-style-type: none"> requires the school to pay variable fees depending on the number of registered students
<ul style="list-style-type: none"> involves the mailing to IBCA of selected student work assessed according to the MYP assessment criteria 	<ul style="list-style-type: none"> involves the mailing to moderators of selected student work assessed according to the MYP assessment criteria
<ul style="list-style-type: none"> leads to the production by the IBO of a school-specific report providing feedback and guidance on assessment within the subject(s) 	<ul style="list-style-type: none"> leads to the production of MYP documentation (records of achievement and certificates) as well as a report providing feedback and guidance
<ul style="list-style-type: none"> is based on samples of student work completed in the final three years of the MYP 	<ul style="list-style-type: none"> is based on samples of work representing final achievement in the subject
<ul style="list-style-type: none"> involves no change to the school's grades 	<ul style="list-style-type: none"> may lead to changes to the school's final grades on MYP records of achievement
<ul style="list-style-type: none"> takes place at any time between September and March, with two months' advance notice 	<ul style="list-style-type: none"> takes place according to a fixed schedule (see sections F and G of the <i>MYP coordinator's handbook</i>)
<ul style="list-style-type: none"> may involve school-specific descriptors of achievement levels within the MYP criteria for the subject. 	<ul style="list-style-type: none"> considers only the application of IBO descriptors of achievement levels, as stated in the subject's assessment details.

Could we present an assessment plan early in the course for feedback rather than find out during moderation that something is not appropriate?

Yes. Schools that wish to have feedback on their courses or assessment procedures as a check before submitting for moderation are welcome to apply for monitoring of assessment. Monitoring of assessment reports will give schools this type of feedback; any changes in grades as a result are for feedback purposes only and do not affect the final grades of the students. (Fees for monitoring of assessment are listed in the *MYP coordinator's handbook*.)

Does my school need to undergo moderation and/or monitoring of assessment for programme evaluation?

Yes, moderation **or** monitoring of assessment is compulsory for programme evaluation.

Schools that have not requested IBO-validated grades for their students in the final year of the programme are required to apply for monitoring of assessment in at least one subject per subject group and the personal project within two years, and at least three months prior to the evaluation visit. Alternatively, these schools could also apply for moderation.

Schools that are being evaluated and wish to have IBO-validated grades for their students in the final year of the programme must apply for moderation in all subject groups and the personal project.

What can I do if my questions are not answered here?

Your MYP coordinator may be able to answer your questions. If not, posting a message on the OCC can often prompt answers from other teachers in the MYP world. Alternatively, your coordinator may pass your query on to be answered by your regional office or IBCA.

Glossary of MYP and language B terms

achievement level	The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
aims	Aims state, in a general way, what the teacher may expect to teach or do, what the student may expect to experience or learn and how the student may be changed by the learning experience.
approaches to learning (ATL)	One of the areas of interaction; it is concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
area leaders	Schools may designate leaders for each of the areas of interaction; they are entrusted with liaison between the teachers involved, parents, students and, if necessary, the community.
areas of interaction	<p>The five central elements of the MYP, embedded within and across the subject groups of the programme. They are:</p> <ul style="list-style-type: none">• approaches to learning (ATL)• community and service• <i>homo faber</i>• environment• health and social education.
assessment criteria	Criteria against which a student's performance is measured as evidenced by work produced. Subject guides provide assessment criteria to be used for final assessment for each subject group, and for the personal project.
assessment grid (rubric)	A matrix used to assess a student's performance according to specific criteria. Rubrics consist of a fixed number of levels and specific descriptors of performance for each level.
assessment task	A teacher-designed assignment used to measure student success with meeting objectives. The task will generate work that can be assessed using previously agreed assessment criteria.
community and service	One of the areas of interaction; it is concerned with developing community awareness and a sense of responsibility through service activities.
criterion levels total	The sum of the levels awarded in each criterion for final assessment in each MYP subject. The levels total is then converted to a grade from 1 to 7 by applying the grade boundaries. Teachers enter the final criterion levels total per subject on IBIS for final-year students who are registered for certification.

criterion-referenced assessment	An assessment process based on awarding grades against previously agreed criteria. MYP assessment is criterion referenced.
curriculum flexibility	<p>The MYP is designed as a programme that requires schools to teach eight subject groups every year for a minimum of 50 hours of instruction per subject group each year. However, subject to approval by the regional office, the following flexibility is available in the last two years of the programme. In year 4 and/or year 5, schools may offer a course of study that does not include all eight subject groups in both years provided that:</p> <ul style="list-style-type: none"> • all eight subject groups are offered during the course of the final two years • a minimum of six subject groups are offered in each of the final two years • the subject groups chosen are each offered for a minimum of 50 hours of instruction each year • the students meet the final objectives in all eight subject groups • schools prepare samples for monitoring of assessment/moderation in all eight subject groups, according to MYP guidelines • schools submit appropriate documentation to the regional office at the time of authorization/evaluation. <p>The language B foundation level for certification is not available as part of curriculum flexibility.</p>
descriptors	These describe the achievement levels that are assessed within each criterion.
document	To “document” work is to fully credit all sources of information used through bibliography and referencing according to one recognized academic convention.
environment	One of the areas of interaction; it is concerned with the interdependence of human beings and their environments, and with sustainable development.
external moderation	See moderation .
final assessment	The summative assessment of student work at the end of the final year of the MYP.
formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
fundamental concepts	The basic educational principles of the MYP. They include holistic learning, intercultural awareness and communication.
grade boundaries	The lowest and highest criterion levels totals corresponding to a particular grade in final assessment. These are determined for each subject group and published in the <i>MYP coordinator’s handbook</i> .

grades	This refers to the number reached by converting the criterion levels total using the grade boundaries table, and can only be arrived at when all subject-specific criteria have been used for assessment. Final grades for student work in the MYP range from 1 (lowest) to 7 (highest). Schools may also use this scale for assessment other than final assessment.
health and social education	One of the areas of interaction; it is concerned with mental and physical health, and the interactions between the student and community.
holistic learning	One of the fundamental concepts of the MYP; it stresses the interrelatedness of various disciplines and issues.
<i>homo faber</i>	One of the areas of interaction; it is concerned with the evolution, processes and products of human creativity, and their impact on society and on the mind.
IBCA	International Baccalaureate Curriculum and Assessment Centre.
IBIS (formerly IBNET)	A service that allows MYP coordinators to complete administrative procedures and obtain news and information from the IBO via a password-protected web server.
ICT	Information and communication technologies.
integrated subjects	School-specific subjects that integrate elements of several disciplines within or across MYP subject groups.
interaction	Assessed as part of language B criterion A. Students should be able to demonstrate language skills by interacting with others, including demonstrating the spontaneous “back and forth” of natural conversation.
internal assessment	The assessment of a student’s work that is carried out by the student’s teacher.
internal standardization	The process by which teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.
issue of results	The issue of MYP records of achievement and certificates by the IBO, following the moderation of the schools’ internal assessment. The documents are sent directly to schools following their submission of internal assessment results (this applies only to schools that request IBO-validated grades).
judgment	The consideration of a student’s work against an individual assessment criterion.
markscheme	This is an indication of how a teacher has assigned levels to a particular task. In some cases, the markscheme may be the MYP criteria as published. In other cases, the teacher may need to provide an answer key, indicate question levels on a reading comprehension, or provide criteria that have been modified to be task specific, depending on the task and the purpose.
Middle Years Programme (MYP)	The IBO’s programme designed for students between the ages of 11 and 16 years. It is organized according to the fundamental concepts of holistic learning, intercultural awareness and communication.
moderation	The procedure by which sample assessed work from teachers is reviewed and adjusted externally to ensure assessment has been carried out according to MYP criteria and standards (this applies only to schools that request IBO-validated grades).

moderation factor	A moderation factor is applied to the internal assessment results sent in by the school, where samples of students' work submitted by the school show that the standards applied by the teachers vary significantly from MYP standards.
moderation registration	All schools requesting IBO-validated final grades for their students are required to register subjects for moderation using the IBIS online moderation registration form.
monitoring of assessment	A service that provides support and guidance to MYP schools with regard to internal assessment procedures. It is offered to all schools, and required as part of the programme evaluation procedure for schools not submitting to moderation.
MYP certificate	The official IBO document stating that the student has fulfilled a number of requirements, as stated in the <i>MYP coordinator's handbook</i> .
MYP coordinator	The pedagogical leader of the MYP in the school who oversees the effective development of the programme. The MYP coordinator ensures effective communication about the programme within the school, and between the school and the IBO.
norm-referenced assessment	Norm-referenced assessment distributes students' scores above and below a pre-set pass or fail line, and students are measured against each other. MYP assessment is not norm-referenced.
objective	One of a set of statements for a subject or the personal project, describing the skills, knowledge and understanding that will be assessed in the course/project. The assessment criteria correspond to the objectives.
online curriculum centre (OCC)	A web-based service to schools that aims to support the Primary Years Programme, Middle Years Programme and Diploma Programme. Teachers can take part in online discussions, access selected IBO publications, exchange ideas and resources, read news and information from the IBO, and participate in special events.
peer-conferencing	Student discussions with fellow students to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
personal project	The manifestation of a student's experience of the areas of interaction. It is completed during the last year of the MYP.
personal project supervisor	The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.
portfolio of achievement	A folder provided by the IBO for each of a school's graduating students, whether or not they have registered for IBO-validated grades. The school and the student include IBO documents as well as school-produced records and statements in this portfolio.
programme evaluation	A mandatory process for all authorized MYP schools, whereby the IBO assists schools in their own self-evaluation procedures as well as ensuring the quality of programmes.

programme flexibility	<p>Where local educational structures do not allow the four- or five-year MYP to be offered on a single site, schools may be authorized to teach the programme over a shorter period provided the following conditions are met:</p> <ul style="list-style-type: none"> the programme is at least three (3) years in length if it is offered in isolation from the Primary Years Programme and/or the Diploma Programme where the school wishes to offer the MYP as a continuation of the Primary Years Programme, or immediately prior to the Diploma Programme, the programme is taught over at least two (2) consecutive years. <p>The programme flexibility option is authorized through the regional offices.</p>
record of achievement	<p>The official IBO document issued to all students registered for IBO-validated grades. It lists final grades in each subject and the personal project and, where relevant, the satisfactory completion of community and service.</p>
reference	<p>To acknowledge sources within text. This includes in-text documentation and footnoting. See also document.</p>
register	<p>This refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation. In some languages there will be more levels of register than just “formal” and “informal”.</p>
rubric	<p>See assessment grid.</p>
samples of work	<p>Samples of students’ work are submitted by schools for moderation or monitoring of assessment, on the instructions of IBCA. They are then reviewed by IBO-appointed moderators/assessors.</p>
SEN (special educational needs)	<p>Special educational needs students, as defined by the IBO, may display difficulties or conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.</p>
student registration	<p>All schools requesting IBO-validated final grades are required to register each student with the IBO using the IBIS student registration form.</p>
subject group	<p>The MYP programme model includes eight subject groups: language A, language B, humanities, sciences, mathematics, arts, physical education and technology.</p>
subject group guide	<p>A guide, published by the IBO for each of the subject groups, stating the mandated objectives and assessment details.</p>
summative assessment	<p>The culminating assessment for a unit, term or course of study, designed to provide information on the student’s achievement level against specific objectives.</p>
target language	<p>This refers to the language being studied.</p>
task-specific rubric	<p>An assessment grid adapted by the teacher, which better identifies how the general achievement level descriptors can be addressed by the students, for a given task.</p>

teacher-conferencing	Student discussions with the teacher to gain insight into the task, topic, concepts and skills at hand, and to provide feedback and suggestions on draft work.
teacher support material	Teacher support material published by the IBO includes examples of assessed student work for the subject groups and the personal project. This material may appear as paper documents or online publications. It is intended to give practical help to aid understanding and implementation of the theory in the subject guides.
teaching hour	The length of teaching periods varies from school to school. For practical reasons, the IBO refers to one teaching hour as the equivalent of 60 minutes.
text	For the purposes of language B, a text may be written or spoken, and may or may not include graphic or pictorial information. Text types can be factual or literary and include speeches, letters, cartoons, advertisements, news reports, magazine and newspaper articles, short and long prose, etc.
unit of work	A series of lessons, often linked by a topic or theme, designed to enable students to achieve some of the objectives of MYP language B.
weighting	<p>A measure of the relative importance of each assessment criterion. In MYP language B, the final weighting is:</p> <ul style="list-style-type: none">• oral communication (speaking and listening) 33% (1/3)• writing 33% (1/3)• reading comprehension (or text interpretation) 33% (1/3).

