Assessment criteria overview

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject-group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for emergent, capable and proficient levels of MYP language acquisition. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

Language acquisition assessment criteria

Emergent level

Criterion A: Listening

Maximum: 8

> Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts iii.**interprets** connections in simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections in simple authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections in simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts. iii.**interprets** connections in simple authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii.**analyses** conventions in simple authentic texts iii.**analyses** connections in simple authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the emergent level, students should be able to:	
i.use a wide range of vocabulary	
ii.use a wide range of grammatical structures generally accurately	
iii.use clear pronunciation and intonation in comprehensible manner	
iv.communicate all or almost all the required information clearly and effectively.	
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:
	i.uses a **limited range** of vocabulary
	ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication
	iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension
	iv.during interaction, communicates **limited** relevant information.
3–4	The student:
	i.uses a **basic range** of vocabulary
	ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication
	iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension
	iv.during interaction, communicates **some** relevant information.
5–6	The student:
	i.uses a **range** of vocabulary
	ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication
	iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension
	iv.during interaction, communicates **most** of the relevant information.
7–8	The student:
	i.uses a **wide range** of vocabulary
	ii.uses a **wide range** of grammatical structures **generally accurately**
	iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend**
	iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.presents **some information** in a **partially-recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Capable level

Criterion A: Listening

Maximum: 8

> Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections in simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections in simple and some complex authentic texts.

Criterion B: Reading

Maximum: 8

> Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

	At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to: i.identify explicit and implicit information (facts and/or opinions, and supporting details) ii.analyse conventions iii.analyse connections.
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections in simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections in simple and some complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**analyses** conventions in simple and some complex authentic texts iii.**analyses** connections in simple and some complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

	At the end of the capable level, students should be able to: i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in a comprehensible manner iv.during interaction, communicate all or almost all the required information clearly and effectively.
Achievement level	**Level descriptor**
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:

	At the end of the capable level, students should be able to: i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively.
	i. uses a **limited range** of vocabulary ii. uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii. uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv. during interaction, communicates **limited** relevant information.
3–4	The student: i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv. during interaction, communicates **some** relevant information.
5–6	The student: i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii. uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv. during interaction, communicates **most** relevant information.
7–8	The student: i. uses a **wide range** of vocabulary ii. uses a **wide range** of grammatical structures **generally accurately** iii. uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv. during interaction, communicates **all or almost all** the required information **clearly and effectively**.
Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.	

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the capable level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using **a range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.