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Middle Years Programme

Language B guide

For use from September 2012/January 2013

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IB mission statement

The International Baccalaureate 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 organization 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.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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How to use this guide

This guide is for use from September 2012 or January 2013, depending on the start of the school year, and for first use in final assessment in June 2013 and December 2013.

This document provides the framework for teaching and learning in language B in the IB Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

Acknowledgment

This guide has been produced in collaboration with MYP educators, from each of the IB regions, who have been involved in the following ways.

- Providing feedback and advice from schools and workshops
- Providing verbal and written participation at curriculum review and development meetings
- Providing verbal and written comments on draft versions of the guide
- Trialling sections of the guide

The IB wishes to thank the educators and associated schools for generously contributing their time and resources to the production of this guide.

Rationale

> Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.
>
> Savignon (1983)

The principal rationale for learning additional languages is to further intercultural awareness and international-mindedness, both central to the IB's mission, through:

- the acquisition of the language of a culture, and
- the possibilities to reflect upon and explore cultural perspectives.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

In all IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development.

The IB acknowledges that learning additional languages greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills. Language is central to learning, as well as to literacy. Learning a language B in the MYP equips students with the necessary multiliteracy skills and attitudes to be interculturally competent, enabling them to communicate successfully in the global contexts of the 21st century.

The study of an additional language provides students with the opportunity to:

- develop insights into the features, processes and craft of language and the concept of culture
- realize that there are diverse ways of living, behaving and viewing the world.

The MYP language B course aims to encourage students to:

- gain competence in a language other than their mother tongue
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- become equipped with a skills base to facilitate further language learning.

To assist in these broader goals, this guide will give both teachers and students clear aims and objectives for MYP language B, as well as details of assessment requirements. Teacher support material is available from the IB to complement this guide and aid implementation of the subject in schools.

MYP language B within the IB continuum

The IB language B continuum

In IB World Schools offering the Primary Years Programme (PYP), all students have the opportunity to learn more than one language from at least the age of 7. MYP language B builds on experiences in language learning that students have gained during their early years. Knowledge, conceptual understanding and skills will have been developed in the PYP through transdisciplinary units of inquiry or independent language inquiry. Students wishing to continue on to the Diploma Programme (DP) will have a grounding in at least one language B, and will have developed an inquiring, reflective approach to language learning.

In the MYP, students are required to learn at least two languages and are encouraged to learn more. It is a requirement that schools provide sustained language teaching in at least two languages for each year of the MYP. Students are able to study at least one language A and at least one language B, or two languages A.

The IB strongly recommends that, wherever possible, truly multilingual students should:

- work towards the language A objectives in both languages
- maintain and develop their mother tongue by studying it as one of the language options.

The range of courses available in the IB Diploma Programme has been designed to address and acknowledge the complexity and range of language profiles that students may bring to the classroom. The DP offers a comprehensive range of language courses in two groups.

- Group 1—studies in language and literature
- Group 2—language acquisition

Students are required to study one group 1 and one group 2 subject, or two group 1 subjects. The MYP language B and the DP group 2 courses share some common aims, namely to:

- encourage students to gain competence in an additional language with the long-term goal of balanced bilingualism
- enable students to develop lifelong learning skills
- encourage students to develop an awareness and understanding of the perspectives of people from other cultures.

The MYP language B course aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

In all three IB programmes, language learning is recognized as a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase of language development.

> For a clear and comprehensive outline of the continuum of language and learning within the three IB programmes, as well as a common pedagogy for language and learning, please see *Language and learning in IB programmes* (September 2011).

Language B phases

From September 2012 or January 2013 (depending on the start of the school year), the language B subject group will be organized into six phases. The phases represent a developmental continuum of additional language learning (language B).

Depending on their prior additional language learning experiences, students may:

- start their MYP language B course in any phase on the continuum
- exit their MYP language B course from any phase on the continuum.

The pathways to further study are multiple. Phases 4, 5 and 6 allow for a smooth transition from MYP language B to DP group 2 courses—and, for a number of students, to group 1 courses. The MYP framework for language B reflects the concepts and skills of the presumed knowledge for these DP courses.

Students continuing on to the DP will have developed not only an inquiring and reflective approach to language learning but also critical-thinking and literacy skills that they will be able to apply and extend in group 1 and group 2 courses.

Figure 1 shows the pathways from the PYP through the MYP language B courses to DP group 1 and group 2 courses.

Note: This is an indication only—it is up to schools to decide the minimum requirements for progression from MYP language B to DP groups 1 and 2.

PYP	MYP		DP
Phases 1–5	Phase 1		Ab initio
	Phase 2		Ab initio Language B SL
	Phase 3		Language B SL
	Phase 4		Language B SL/HL
	Phase 5		Language B SL/HL Language A: literature SL Language A: language and literature SL Literature and performance SL
	Phase 6	Language A	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL

Figure 1

Pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses

Six phases of language learning

Teaching and learning in language B is organized into six phases. The phases represent a developmental continuum of **additional** language learning (language B). Students may commence their language B course in any phase on the continuum and may exit from any phase on the continuum. However, teachers must take note of the following stipulations.

- Students with no prior knowledge of the language B they wish to study in the MYP should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of language B learning.
- Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

Note: The phases are not organized into age groups or MYP year.

It is at the school's discretion to group students in the six phases. However, it is **essential to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class**. The school should take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all. To this end, it is **recommended** that students be grouped in no more than two consecutive phases together.

For example:

- beginner students of the language could be grouped in a phase 1 and 2 class together
- intermediate students of the language could be grouped in a phase 2 and 3 class together or a phase 3 and 4 class together
- proficient students could be grouped in a phase 4 and 5 class together or a phase 5 and 6 class together.

Schools could also decide to offer only phases 2, 4 and 6, or only phases 1, 3 and 5. This will depend on:

- whether the school has a three-, four- or five-year programme, and
- whether the students are beginners in the language B when they start the MYP.

Teachers may find it helpful to place students in an earlier phase as a transitional step before grouping them in two broader consecutive phases. For example:

- a number of students follow phase 1 objectives and learning experiences grouped in the class with phase 2 and 3. After a period of time within the school term or semester, the phase 1 students merge with the phase 2 and 3 group.

Teachers are advised to consult Table 2 in the section headed "Language B global proficiency table" and the continuums in this guide when making these decisions.

Teachers should also read the sections headed "Requirements", "Language B course structure and implementation" and "Registering students in a phase for final assessment for certification" in this guide.

It is possible for a student to exit the programme from any phase and it is only for the final year of the programme that students must be registered on IBIS for certification purposes. It is at this point that schools must decide which phases to offer for final assessment and for certification. Schools should choose the phase that offers the student:

- an academically challenging course, and
- the most suitable pathways for further study.

Teachers are in the best position to decide which phase a student will complete for his or her final assessment and certification in order to satisfactorily complete the MYP language B course. A student must be registered in **one phase** that represents the best fit for that student. Even though the four skills (oral, visual, reading and writing) may not be demonstrated at the same proficiency level (phase), for the purposes of the final grade, students must complete all the prescribed tasks for the same phase.

It is important for teachers to place students in the correct phase of language B for the final year of assessment, based on individual progress and achievement throughout the school year. The continuums and assessment criteria rubrics are essential tools in this process. Summative tasks that have been assessed using the interim assessment criteria provide crucial evidence.

Progression along the continuum

For the purpose of planning, teaching and assessment, the language B objectives are separated into the four communicative processes and are mapped on four corresponding continuums to show clearly the expectations for each phase.

Learning targets have been set for each phase. They indicate a standard that students are expected to reach in order to demonstrate readiness to progress to the next phase of learning.

As students progress through the six phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled.

As students' understanding is developed, increasing cognitive demands are also set. These are expressed as instructional verbs (see the command terms used in the section headed "Language B objectives" in this guide). Table 1 illustrates this progression.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
In a limited range of everyday situations	In a limited range of familiar situations	In familiar and some unfamiliar situations	In familiar and unfamiliar situations	In social situations and some academic situations	In social and academic situations
Some aspects of register	Some aspects of register	Appropriate register	Appropriate register	Appropriate register	Appropriate register

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A very limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts
Use basic vocabulary	Use basic language	Use language accurately	Use language accurately	Use language accurately and effectively	Use oratory technique
Simple short texts	Simple texts	A limited range of texts	A range of texts	A range of texts	A wide range of texts
Interact in simple and rehearsed exchanges	Interact in basic rehearsed and some unrehearsed exchanges	Interact in rehearsed and unrehearsed exchanges	Engage actively	Engage actively	Engage actively
Understand and respond	Understand and respond	Understand and respond	Understand, interpret and respond	Understand, analyse and respond	Understand, analyse, evaluate and respond
Identify and recognize	Recognize and understand	Understand	Construct meaning/ interpret	Construct meaning/ analyse	Evaluate

Table 1

Development of communicative competencies and higher-order cognitive skills

Please also see "Notes" in the section headed "Language B objectives" in this guide, as well as the "Language B glossary" in the appendices for further explanation of these terms.

For further information on command terms in the MYP, please see the publication *Command terms in the Middle Years Programme* (December 2010).

Language B global proficiency table

The purpose of the language B global proficiency table is to provide teachers with statements indicating the receptive, productive and interactive communicative competencies expected of students in each phase of the MYP language B subject area. It provides a holistic statement of an emergent communicator, a capable communicator and a proficient communicator. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student **should be able to do by the end of the phase**.

The language B global proficiency table is both a reference and a tool. It states the language proficiency acquired in a broad sense and can:

- assist teachers in identifying in which phase a student or a group of students will commence their MYP language B course
- assist teachers in identifying a realistic exit phase for a student or a group of students by the final year of the MYP (whether the school is offering a three-, four- or five-year programme), taking into consideration each school's unique context and structure
- assist teachers in determining language B groupings for each year of the MYP
- assist teachers in interpreting and reporting on students' achievements in language B
  - at the end of a phase or MYP year
  - on completion of the MYP
  - when transferring to or from another school or programme.

The following table will assist teachers in placing students in an appropriate phase for the language B subject area. This is an overall expectation. The language B teacher should ensure that, as far as possible, students are placed in a phase that:

- is most suited to the student's needs
- provides the opportunity for the student to achieve in the subject
- provides the student with an appropriate academic challenge.

When devising the MYP language B global proficiency table, the following international standards were used as a reference point.

- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.
- American Council on the Teaching of Foreign Languages. 2011. *Standards for Foreign Language Learning in the 21st Century*.

Note: For examples of student profiles and case studies relating to the phases described in Table 2, please see the teacher support material to accompany this guide.

Table 2: *MYP language B global proficiency table*

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	**Phase 2**	**Phase 3**	**Phase 4**	**Phase 5**	**Phase 6**
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

Areas of communication

In MYP language B, the purposes and targets for learning language are divided into three areas of communication.

- Oral communication
- Visual communication
- Written communication

The three areas of communication engage students in various productive, receptive and interactive processes. These are carried out simultaneously, wherever possible—not as discrete skills, but as interactional and transactional processes. The student is receiving, constructing, creating and sharing meaning, using language to relate to others as well as to communicate a message. Although teachers may plan and teach the specific skills separately and explicitly (as organized in the objectives), students will demonstrate their understanding by applying and using various language processes in combination with each other, and in a range of authentic situations, for example:

- requesting and providing information
- giving and receiving ideas and opinions
- creating and sharing a suggestion, a solution or a story
- understanding and responding to a message or an idea
- listening to, and discussing, a problem
- viewing and interpreting an idea or issue presented.

The areas of communication are organized into four communicative processes. The four communicative processes become four objectives with four corresponding sets of criteria.

- Objective A—oral communication
- Objective B—visual interpretation
- Objective C—reading comprehension
- Objective D—writing

In order to meet the language B objectives, teachers will need to concentrate on each of the macro-skills of language—listening, speaking, reading, writing and viewing—and to ensure that units planned provide ample opportunities to practise and develop all these skills.

Oral communication

Oral communication encompasses all aspects of **listening** and **speaking**. Oral skills are essential for language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. Oral language involves recognizing and using language appropriate to the audience and purpose (for example, the language used at home, the language of the classroom, formal and informal interactions, and the language of inquiry). Oral communication enables students to construct meaning through the

process of articulating thoughts and internalizing meaning from speech in a variety of ways. Role plays, interviews, oral presentations, discussions, debates, lectures, speeches and drama are all examples of learning experiences in which students may engage in order to develop their oral communication skills both as speakers and listeners. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers. Speakers may be face-to-face or digital participants in oral exchange.

Visual communication

Visual communication encompasses all aspects of **viewing** and presenting. Viewing (the receptive mode) and presenting (the expressive mode) mean **interpreting** visual text and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts are constructed to convey meaning and engage viewers in accessing information and interpreting thoughts, ideas and feelings. They allow students to understand the interplay of image and language to convey cultural facts, ideas, values and attitudes. Visual texts may be paper, electronic or live, observable forms of communication constructed to present information; learning to interpret this information and to understand and use different media develops invaluable skills. Symbols and signs, graphs, tables, diagrams, leaflets, brochures, posters, advertisements, cartoons, comics, graphic novels, television programmes, films, music video clips, newspapers, magazines, websites and dramatic interpretations are all examples of visual text types with which students may engage in order to develop their visual interpretation skills.

Written communication

Written communication encompasses all aspects of **reading** and **writing**. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects. The ability to read and comprehend fiction and non-fiction is essential for the process of inquiry. Students need to be able to identify, synthesize and apply useful and relevant information from written text. When students engage or interact with the text, they make connections, reflect on feelings and actions, imagine themselves in another's situation, gain perspectives and develop empathy.

Writing is a way of expressing ourselves. It allows us to develop, organize and communicate thoughts, feelings, ideas, opinions and information. Over time, writing involves developing a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and literary techniques, and applying them with increasing skill and effectiveness.

Fiction and non-fiction in a variety of genres, for example, short stories, novels, biographies, autobiographies, diaries, letters, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, brochures, leaflets, editorials, interviews, magazine articles, reports, instructions and guidelines are all examples of text types with which students may engage in order to develop their written communication skills both as readers and writers.

Note: This section has been adapted from the MYP *Language A guide* (January 2009: 5) and the PYP *Language scope and sequence* (February 2009: 8, 11, 15, 19).

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims, moreover, suggest how the student may be changed by the learning experience.

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of MYP language B are to:

- develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest and enjoyment in language learning.

Language B objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The language B objectives are designed to enable the student to become multiliterate by developing their:

- oral literacy (oracy)
- visual literacy (visuacy)
- written literacy (literacy).

In the context of the language B framework, to be multiliterate is defined as being able to understand and use print-based and digital spoken, written and visual text. Meaning in text is constructed and presented in linguistic mode but also in visual, auditory, gestural and spatial mode (Evans et al 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined to construct meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written and visual text but an understanding of the interplay of these various modes in a text.

The objectives are organized into the three areas of communication (oral, visual and written) and—to assist teachers with planning, teaching and assessing—are further grouped into four communicative processes.

- Oral communication
- Visual interpretation
- Reading comprehension
- Writing

These four objectives are skills-based. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

Each phase of the four objectives is elaborated by several bullet-pointed strands. Each strand is an aspect or component of the whole objective and must be considered when planning, teaching, assessing and reporting on the student's language development and communicative competence. These aspects in language B focus on purpose, context and language control.

All strands in each objective should be addressed in each phase of the course, at **a conceptually and linguistically appropriate level for that phase**. These objectives relate directly to the assessment criteria found in the section headed "Language B assessment criteria" in this guide.

A Oral communication

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

The student is expected to be able to:

- listen for specific purposes
- respond to specific information
- interact socially
- speak for specific purposes.

B Visual interpretation

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

The student is expected to be able to:

- interpret and engage with visual text that is presented with spoken and written text
- refer closely to the visual text, supporting his or her opinion and personal response with evidence and examples from the text.

C Reading comprehension

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

The student is expected to be able to:

- understand information
- interpret and engage with written text
- refer closely to the written text, supporting his or her opinion and personal response with evidence and examples from the text.

D Writing

This objective relates to the developmental process of writing.

The student is expected to be able to:

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

Phase 1 objectives

A Oral communication

At the end of phase 1, the student should be able to:

- **understand** and respond to simple, short spoken texts
- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- use some aspects of register in formal and informal oral communication
- use basic vocabulary accurately
- interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 1, the student should be able to:

- **identify** basic messages presented in simple visual texts
- **identify** main ideas and supporting details in simple visual texts presented with spoken and/or written text
- **identify** specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text
- **recognize** basic visual conventions used in texts
- **understand** and respond to simple visual texts.

C Reading comprehension

At the end of phase 1, the student should be able to:

- **identify** basic facts in simple written texts
- **identify** main ideas and supporting details in written texts
- **recognize** basic aspects of format and style
- **understand** and respond to simple written texts.

D Writing

At the end of phase 1, the student should be able to:

- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- **understand** and use basic language conventions accurately
- use some aspects of register in formal and informal written communication.

Phase 2 objectives

A Oral communication

At the end of phase 2, the student should be able to:

- **understand** and respond to simple spoken texts
- communicate information containing relevant ideas and some details in a limited range of familiar situations
- request and provide information in a limited range of familiar situations
- use language appropriate to a limited range of interpersonal and cultural contexts
- use some aspects of register in formal and informal oral communication
- use basic language accurately
- interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 2, the student should be able to:

- **understand** messages presented in visual texts
- **understand** main ideas and supporting details in visual texts presented with spoken and/or written text
- **understand** specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- **recognize** visual conventions used in texts
- **understand** and respond to simple visual texts.

C Reading comprehension

At the end of phase 2, the student should be able to:

- **understand** basic facts in written texts
- **understand** main ideas and supporting details, and draw some conclusions from written texts
- **recognize** basic aspects of format and style
- **understand** and respond to simple written texts.

D Writing

At the end of phase 2, the student should be able to:

- communicate information containing relevant ideas and some details in a limited range of familiar situations
- request and provide information in a limited range of familiar situations
- use language appropriate to a limited range of interpersonal and cultural contexts
- **understand** and use basic language conventions accurately
- use some aspects of register in formal and informal written communication.

Phase 3 objectives

A Oral communication

At the end of phase 3, the student should be able to:

- **understand** and respond to a limited range of spoken texts
- communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations
- request and provide information in familiar and some unfamiliar situations
- use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately
- interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 3, the student should be able to:

- **understand** information presented in visual texts
- **understand** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **understand** specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- **understand** visual conventions used in texts
- **understand** and respond to a limited range of visual texts.

C Reading comprehension

At the end of phase 3, the student should be able to:

- **understand** specific information, ideas, opinions and attitudes presented in written texts
- **understand** main ideas and supporting details, and draw conclusions from written texts
- **understand** aspects of format and style in texts
- **understand** and respond to a limited range of written texts.

D Writing

At the end of phase 3, the student should be able to:

- communicate information containing relevant ideas and some details in familiar and some unfamiliar situations
- request and provide information in familiar and some unfamiliar situations
- use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences
- **understand** and use language conventions accurately
- use appropriate register in formal and informal written communication.

Phase 4 objectives

A Oral communication

At the end of phase 4, the student should be able to:

- **understand**, **interpret** and respond to a range of spoken texts
- communicate information, ideas and opinions in familiar and unfamiliar situations
- request and provide information in a range of spoken contexts
- use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 4, the student should be able to:

- **construct meaning** from information presented in visual texts
- **construct meaning** from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **interpret** specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- **interpret** visual conventions used in texts
- **understand**, **interpret** and respond to a range of visual texts.

C Reading comprehension

At the end of phase 4, the student should be able to:

- **interpret** specific information, ideas, opinions and attitudes presented in written texts
- **interpret** main ideas and supporting details, and draw conclusions from written texts
- **interpret** aspects of format and style in written texts
- **understand**, **interpret** and respond to a range of written texts.

D Writing

At the end of phase 4, the student should be able to:

- communicate information, ideas and opinions in familiar and unfamiliar situations
- request and provide information in a range of written contexts
- use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences
- **understand** and use language conventions accurately
- use appropriate register in formal and informal written communication.

Phase 5 objectives

A Oral communication

At the end of phase 5, the student should be able to:

- **understand**, **analyse** and respond to a range of spoken texts
- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of spoken contexts
- use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- use appropriate register in formal and informal oral communication
- use language accurately and effectively
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 5, the student should be able to:

- **analyse** information presented in visual texts
- **analyse** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **analyse** specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- **analyse** visual conventions used in texts
- **understand**, **analyse** and respond to a range of visual texts.

C Reading comprehension

At the end of phase 5, the student should be able to:

- **analyse** specific information, ideas, opinions and attitudes presented in written texts
- **analyse** main ideas and supporting details, and draw conclusions from written texts
- **analyse** aspects of format and style in written texts
- **understand**, **analyse** and respond to a range of written texts.

D Writing

At the end of phase 5, the student should be able to:

- communicate information, ideas and opinions in social situations and some academic situations
- request and provide information in a range of written contexts
- use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences
- **understand** and use language conventions accurately and effectively in writing
- use appropriate register in formal and informal written communication.

Phase 6 objectives

A Oral communication

At the end of phase 6, the student should be able to:

- **understand**, **analyse**, **evaluate** and respond to a wide range of spoken texts
- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of spoken contexts
- use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
- use appropriate register in formal and informal oral communication
- **understand** and use appropriate oratory technique
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

B Visual interpretation

At the end of phase 6, the student should be able to:

- **evaluate** information presented in visual texts
- **evaluate** main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- **evaluate** specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
- **evaluate** visual conventions used in texts
- **understand**, **analyse**, **evaluate** and respond to a wide range of visual texts.

C Reading comprehension

At the end of phase 6, the student should be able to:

- **evaluate** specific information, ideas, opinions and attitudes presented in written texts
- **evaluate** main ideas and supporting details, and draw conclusions from written texts
- **evaluate** aspects of format and style in written texts
- **understand**, **analyse**, **evaluate** and respond to a wide range of written texts.

D Writing

At the end of phase 6, the student should be able to:

- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of written contexts
- use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences
- **understand** and use language conventions accurately, effectively and creatively in writing
- use appropriate register in formal and informal written communication.

Command terms

The following command terms are based on those contained in the IB publication *Command terms in the Middle Years Programme* (December 2010).

Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Construct meaning	Create an understanding about something; infer and interpret facts, an opinion, an idea or an event that has been read, viewed, listened to.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Recognize	Identify through patterns or features.
Synthesize	Combine different ideas in order to create new understanding.
Understand	Comprehend the meaning or significance of something and explain it in a different way.

Notes

- Accuracy, appropriateness and effect in writing refers to use of transitional devices, tenses, word use and word order, accents, register as well as spelling.
- Accuracy, appropriateness and effect in speaking refers to use of transitional devices, tenses, word use and word order, register as well as pronunciation and intonation.
- Constructing meaning refers to creating an understanding about something; interpreting facts, opinion, an idea or an event that has been read, viewed, listened to. The next step is to interact or engage with the text; this is when students relate the event or idea or experiences to their own experiences, ideas, opinions. It is hoped that students can empathize as a result of the understandings and insights gained.
- Language refers to vocabulary and grammatical structures. It is assumed that as students move through the phases, they will use language that demonstrates increasing levels of sophistication and complexity.
- Language conventions refer to spelling, grammar and punctuation, sentence structure, paragraphing and format.
- In writing, format can be further defined to include purpose, sense of audience, text type (essay, short story, letter), structure and organization of the text. Cohesive devices refer to the grammatical and/or lexical items that link the different elements of a text.
- Oratory technique refers to a combination of pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture and eye contact, as applicable to the language being studied.

- Register refers to the use of tone, pace, volume, pitch, inflection, fluency (in speaking), fluidity, vocabulary, word choice, grammar and sentence structure (in writing) that gives the correct degree of formality appropriate to the specific context and audience. In some languages there will be more levels of register than just "formal" and "informal".
- Sense of audience is linked to "register": This refers to tone, vocabulary, grammar and sentence structure, and their appropriateness for the situation.
- Structure 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).
- Style refers to the manner in which the author of the text has used language to suit his or her purpose or intention. This can include the author's use of vocabulary, grammar, register, syntactical elements and literary devices.
- Visual conventions refer to structures, features, layout and design elements of visual text. It can include the use of colour, texture, line, shape and form, symbolism, body language, special effects, costume, camera angles and movement, and may also include use of sound effects and music with the image.
- Everyday situations include classroom routines and activities, family life and home routines.
- Familiar situations include topics of more personal concern or interest; students will have the knowledge, the language and the experience to communicate more confidently about these "personal world"-type topics, which may be ideas or issues.
- Unfamiliar situations include contexts beyond the scope explored through the unit; students may have more limited knowledge and experience of these contexts, which will require language learned to be applied to a new situation or idea. The language required may also be more abstract. This may include global challenges and more globally significant ideas.
- Interpersonal and cultural contexts are embedded in all communication between two or more people. The cultural contexts are the learned behaviours and rules that frame these interactions. In the early phases, the simple interpersonal and cultural contexts can include ways of greeting and forms of address, gestures, eye contact, body language and personal space considerations. In the later phases, they can include negotiating, solving problems, agreeing and disagreeing.
- Rehearsed and unrehearsed refers to structured or practised models or frameworks, for example, a dialogue or role-play format. In any interaction, the student is expected to speak with spontaneity.
- Social situations could be in the classroom, the playground, the home, participating in a drama, a role play or dialogue, an interview, a celebration.
- Academic situations can include listening, note taking, participating in a lecture, a presentation, a discussion, a debate, making a speech, conducting a survey or interview, giving an oral response to literature or giving a report or review of a book read or a film viewed, participating in group work and projects. This list is not exhaustive but serves to help teachers when planning learning experiences and assessment tasks.

Note: For further definitions of terms used in language B teaching and learning, please see the "Language B glossary" in the appendices to this guide.

Language B continuums

The IB recognizes that students in IB World Schools have rich, complex and diverse language profiles. They come to the MYP with a range and variety of language learning experiences. Students may:

- already have knowledge of another language, and skills for language learning, that they bring to the classroom
- have studied the language B in their PYP or other primary curriculum and wish to continue studying the same language
- have studied a language B in their PYP or other primary curriculum but wish to commence the study of another language B
- be learning in the MYP in a country where the language B is the host language but not the first language of the student
- be learning in the MYP where the medium of instruction at school is the second or third language of the student
- wish to continue with a language B they started in primary school
- have no previous experience of learning a language B prior to starting in the MYP
- have lived in a country where the language B was spoken prior to joining the MYP
- have started in the MYP in a later year (MYP year 2, 3 or 4) and be commencing a new language B or continuing with the language B studied previously
- have an identified special educational need and require special consideration for their language B learning.

Continuums as a tool for planning and monitoring progress

> Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process.
>
> *MYP: From principles into practice* (August 2008: 50)

Continuums are useful as:

- a diagnostic tool, to assist teachers in planning language learning experiences and in placement of students in groups
- a formative assessment tool, to monitor and assess students' language progress
- a planning tool, to refer to when designing a unit of work.

The continuums make explicit the specific expectations in each area of communication in each phase. They state the learning targets students must reach in order to be ready to progress to the next phase. The learning outcomes are the evidence that the target has been reached. They are indicators of the types of

actions, behaviours and skills students will demonstrate as evidence of the knowledge, understanding or skill acquired from the learning experiences.

The expectations take into account the limited content, context and proficiency in the target language in the earlier phases. Learning outcomes and learning experiences should be **conceptually and linguistically appropriate for that phase**.

The list of learning outcomes is not an exhaustive list, nor is there a prescribed list of operations to be performed and assessed. The learning outcomes should be used as indicators or examples of suitable evidence to guide planning of teaching strategies and learning experiences in the unit and through which the appropriate concepts and content will be taught.

The developmental phases do not reflect progressions organized by age or year of the MYP. For the reasons listed above, a student in MYP year 5 may be studying the language B in phase 1 or in phase 6. The overall expectation is a generic statement that encapsulates the expected learning in a broad, holistic sense. This is given in Table 2 in the section headed "Language B global proficiency table" in this guide.

The three areas of communication (oral, visual and written) are represented by four continuums.

A Oral communication—listening and speaking

B Visual communication—viewing and interpreting

C Written communication—reading comprehension

D Written communication—writing

Oral communication, listening and speaking, are represented on one continuum to emphasize the interactive and reciprocal aspect of this objective, while still allowing for the tracking of listening as a distinct receptive skill.

Visual interpretation is represented on one continuum to acknowledge the close connection between understanding the meaning in visual text and interpreting that meaning to convey ideas or opinions in oral or written form. The focus for this objective is to construct meaning from visual text that is presented with spoken and/or written text.

Reading comprehension and writing are represented on separate continuums to ensure the distinctive strategies and techniques can be planned, taught and practised in the language B. It is acknowledged that the students' purpose for reading is more than solely for enjoyment or to access information as an end in itself. Their learning experiences will involve them in analysing text, engaging with text, structuring their ideas, responding to and sharing ideas and opinions, whether orally or in written form. However, in order to teach and to track the development of these two skills comprehensively, they have been kept separate.

Teachers should refer back to the statements in the section headed "Areas of communication" in this guide for examples of visual and written text types.

It is important to remember that as the students progress through the six phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing variety of **audiences and purposes**. This is demonstrated in:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction accessed.

There are also increasing cognitive demands set as understanding is developed.

Continuum A: Oral communication

Phase	One	Two	Three	
Specific expectations for the end of the phase	The student should be able to: • understand and respond to simple, short spoken texts • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic vocabulary accurately • interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	The student should be able to: • understand and respond to simple spoken texts • communicate information containing relevant ideas and some detail in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic language accurately • interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	The student should be able to: • understand and respond to a limited range of spoken texts • communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	

	Four	Five	Six
	The student should be able to: • understand, interpret and respond to a range of spoken texts • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.	The student should be able to: • understand, analyse and respond to a range of spoken texts • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately and effectively • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.	The student should be able to: • understand, analyse, evaluate and respond to a wide range of spoken texts • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of spoken contexts • use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences • use appropriate register in formal and informal oral communication • understand and use appropriate oratory technique • engage actively in oral production using comprehensible pronunciation and intonation/correct tone.

Phase	One	Two	Three	
Learning outcomes	This will be evident when the student: • follows classroom directions and routines • understands basic phrases and expressions and uses them to interact • participates in a dialogue about an everyday situation using a model • uses gestures, actions, body language and/or words to communicate • recognizes some signs and symbols • names familiar objects, people and uses words for classroom, school and home routines • uses appropriate forms of address, gestures and greetings • makes simple statements to describe family members, everyday routines • makes a simple presentation with the help of visual aids and a model.	This will be evident when the student: • follows classroom routines and two-step instructions • participates in a dialogue/ role play about a familiar situation, without the use of a model • listens and shows understanding of the meaning of a song or a simple story told • expresses feelings and opinions • describes personal experiences and exchanges ideas about topics of personal interest and everyday life • understands phrases and expressions for familiar situations and uses them to interact • makes a presentation with the help of a model or questions and can answer some simple questions posed by the audience.	This will be evident when the student: • follows multi-step directions • listens and speaks in small-group and whole-class interactions and short talks • interacts in pair work, information gap and role-play activities • picks out main points in a story, song or short informational text told • retells a story or event shared • uses vocabulary for a specific situation or purpose (an invitation, a telephone call) • uses language to explain, inquire and compare • expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life • makes a presentation and can answer some follow-up questions posed by the audience.	

	Four	Five	Six
	This will be evident when the student: • follows main points in an announcement • listens to others responsively by asking questions about some concrete and abstract topics • listens to a story told and shows understanding by anticipating or predicting events and ideas • expresses and defends a point of view • begins to paraphrase and summarize • verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance • gives a talk or presentation to small and large groups (about a book read or a film watched) and answers unprepared questions posed by the audience.	This will be evident when the student: • follows main points in announcements, news reports, talk shows or advertisements • listens to a variety of sources for pleasure and information and shows understanding by reporting back, summarizing and interpreting what was heard • uses idiomatic and some colloquial expressions • listens to text read or viewed, makes inferences and draws conclusions about events and ideas related to topics of personal and global significance • participates in a discussion, individual or group presentation and shares ideas, reflections and opinions with the audience.	This will be evident when the student: • understands main points and some details in TV shows, documentaries, news reports, announcements and advertisements heard • interacts comfortably • participates in a debate • listens to others critically and asks questions • uses language to inform, entertain and influence others about topics related to personal interest and global significance • uses idiomatic, colloquial and formal language as the purpose and audience require • follows a lecture or a presentation and summarizes, makes notes and restructures information • watches a film and synthesizes ideas and perspectives presented.

Continuum B: Visual interpretation

Phase	One	Two	Three	
Specific expectations for the end of the phase	The student should be able to: • identify basic messages presented in simple visual texts • identify main ideas and supporting details in simple visual texts presented with spoken and/or written text • identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text • recognize basic visual conventions used in texts • understand and respond to simple visual texts.	The student should be able to: • understand messages presented in visual texts • understand main ideas and supporting details in visual texts presented with spoken and/or written text • understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • recognize visual conventions used in texts • understand and respond to simple visual texts.	The student should be able to: • understand information presented in visual texts • understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • understand visual conventions used in texts • understand and respond to a limited range of visual texts.	
Learning outcomes	This will be evident when the student: • uses images to help make meaning of oral and/or written text • makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages • lists some features of the visual text (for example, colour, text layout, sound effects) • finds his or her own examples to share understanding.	This will be evident when the student: • uses images to help make meaning of oral and/or written text that represents people's experiences and ideas • makes simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements) • lists some features of the visual text (for example, colour, text layout, sound effects, shape, sequence) • finds his or her own examples to share understanding.	This will be evident when the student: • uses images to help make meaning of oral and/or written text • makes links between the images and the purpose of the text • identifies some of the features of the text chosen for a purpose • finds his or her own examples to share understanding • understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements • identifies a point of view in the text.	

	Four	Five	Six
	The student should be able to: • construct meaning from information presented in visual texts • construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • interpret specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • interpret visual conventions used in texts • understand, interpret and respond to a range of visual texts.	The student should be able to: • analyse information presented in visual texts • analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • analyse specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • analyse visual conventions used in texts • understand, analyse and respond to a range of visual texts.	The student should be able to: • evaluate information presented in visual texts • evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text • evaluate visual conventions used in texts • understand, analyse, evaluate and respond to a wide range of visual texts.
	This will be evident when the student: • uses images to help make meaning of oral and/or written text • explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites) • finds his or her own examples to share understanding • makes inferences from explicit and implicit information.	This will be evident when the student: • uses images to help make meaning of oral and/or written text • views critically and explains why some visual texts are effective and others not (for example, in advertising, posters, newspaper reports) • explores how the conventions used in visual text create literal and symbolic meaning • finds his or her own examples to share understanding by describing the effect and meaning.	This will be evident when the student: • uses images to help make meaning of oral and/or written text • finds some of his or her own examples to share understanding by explaining the effect and meaning • shares cultural perspectives and explores stereotypes presented in visual text with written and oral text • discusses a wide range of visual language formats, why they were created and the conventions the creator used • discusses possible overt and subliminal messages.

Continuum C: Reading comprehension

Phase	One	Two	Three	
Specific expectations for the end of the phase	The student should be able to: • identify basic facts in simple written texts • identify main ideas and supporting details in written texts • recognize basic aspects of format and style • understand and respond to simple written texts.	The student should be able to: • understand basic facts in written texts • understand main ideas and supporting details, and draw some conclusions from written texts • recognize basic aspects of format and style • understand and respond to simple written texts.	The student should be able to: • understand specific information, ideas, opinions and attitudes presented in written texts • understand main ideas and supporting details, and draw conclusions from written texts • understand aspects of format and style in texts • understand and respond to a limited range of written texts.	
Learning outcomes	This will be evident when the student: • shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts • maybe needs to read multiple times • reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information • reads text of 200–300 words and answers simple questions about it.	This will be evident when the student: • shows an understanding of simple texts by reading and responding to questions or completing activities about the texts • reads text and, for example, classifies, describes, explains, sequences, gives examples • reads text of 400–500 words and answers questions about main ideas and supporting details.	This will be evident when the student: • shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts • reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells • reads text of 600–700 words and understands specific information, ideas, opinions and attitudes.	

Note: For word–character equivalencies, please see the section headed "Character and non-Roman alphabetical languages B" in this guide.

	Four	Five	Six
	The student should be able to: • interpret specific information, ideas, opinions and attitudes presented in written texts • interpret main ideas and supporting details, and draw conclusions from written texts • interpret aspects of format and style in written texts • understand, interpret and respond to a range of written texts.	The student should be able to: • analyse specific information, ideas, opinions and attitudes presented in written texts • analyse main ideas and supporting details, and draw conclusions from written texts • analyse aspects of format and style in written texts • understand, analyse and respond to a range of written texts.	The student should be able to: • evaluate specific information, ideas, opinions and attitudes presented in written texts • evaluate main ideas and supporting details, and draw conclusions from written texts • evaluate aspects of format and style in written texts • understand, analyse, evaluate and respond to a wide range of written texts.
	This will be evident when the student: • shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts • reads texts and, for example, paraphrases, summarizes, restates, predicts, interprets, illustrates, reports, concludes • reads text of 800–900 words and interprets specific information, ideas, opinions and attitudes.	This will be evident when the student: • shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts • reads texts and, for example, breaks down, compares and contrasts, deduces, infers, illustrates, reorganizes, distinguishes • reads a text of 900–1,000 words and analyses main ideas, opinions and attitudes and details in the text • lists and explains the effect of the use of various stylistic devices or literary features in the text.	This will be evident when the student: • shows an understanding of a wide range of texts by reading and responding to questions or completing activities about the texts • reads texts and, for example, selects, criticizes, argues, concludes, decides, evaluates, judges, justifies • reads text of 1,300–1,500 words and evaluates specific information, ideas, opinions and attitudes.

Continuum D: Writing

Phase	One	Two	Three
Specific expectations for the end of the phase	The student should be able to: • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.	The student should be able to: • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication.	The student should be able to: • communicate information containing relevant ideas and some details in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.
Learning outcomes	This will be evident when the student: • writes 100–150 words • writes simple phrases and sentences about an everyday situation using a model • labels familiar objects, people and writes words for classroom, school and home routines • makes simple statements to describe family members, everyday routines.	This will be evident when the student: • writes 100–150 words • writes a dialogue/role play about a familiar situation, with and without a writing frame or model • expresses feelings and opinions in writing in simple format such as postcard, letter, email • describes personal experiences and ideas about topics of personal interest and everyday life.	This will be evident when the student: • writes 200–250 words • writes short narratives or recounts • keeps a journal or diary • expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.

Note: For word–character equivalencies, please see the section headed "Character and non-Roman alphabetical languages B" in this guide.

	Four	Five	Six
	The student should be able to: • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.	The student should be able to: • communicate information, ideas and opinions in social situations and some academic situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately and effectively in writing • use appropriate register in formal and informal written communication.	The student should be able to: • communicate information, ideas and opinions in social and academic situations • request and provide information in a wide range of written contexts • use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences • understand and use language conventions accurately, effectively and creatively in writing • use appropriate register in formal and informal written communication.
	This will be evident when the student: • writes 200–250 words • writes a book report, a review or a simple cause/effect essay, newspaper article • expresses thoughts and explains reasons about topics of personal and some of global significance • writes a formal letter.	This will be evident when the student: • writes 300–400 words • writes a simple discursive or expository essay with the help of a writing frame or model • writes about events and ideas related to topics of personal and global significance • writes a formal letter (for example, to an editor).	This will be evident when the student: • writes 300–400 words • understands elements of a story and writes his or her own • writes various types of essays with the help of a writing frame or model • writes to inform, entertain and influence others about topics related to personal interest and global significance.

Notes

- Students are encouraged to work with a range of multimedia tools and techniques in class to enhance their speaking and writing. These may include, but are not limited to, storyboards and other graphic organizers, maps, diagrams, flow charts, Microsoft PowerPoint® presentations, podcasts, animations.
- Reading from prepared texts or the use of memorized speeches does not constitute real interaction in oral communication according to language B objectives.
- Teachers should bear in mind the different cultural norms and acceptable practices of the target language when engaged in conversation.
- Depending on the level of proficiency in the language, text formats for students' writing can include: a letter, a brochure, a pamphlet or poster, a newspaper article, a chart, a diary or journal entry, text messages, emails, postcards, questionnaires, a transcript for an interview or dialogue or role play, a creative writing piece.
- Teachers should make sure that students are aware of the different writing norms and practices of the target language when setting writing tasks. 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.
- Teachers **must** give students the opportunity to read and engage with literary texts in phase 4, 5 and 6. Literary texts can include, but are not limited to, biographies, autobiographies, diaries and journals, poetry, song lyrics, fairy tales, fables and myths, prose (short stories and novels, including abridged and modified versions), plays, graphic novels, screenplays.
- When planning units of work, teachers are encouraged to give students the opportunity to explore as many text types as possible. In addition to the literary text types listed above, non-literary/informational text formats may include magazine articles, letters, brochures, pamphlets, newspaper articles, charts, journals, text messages, emails, postcards, surveys, questionnaires, transcripts of interviews or conversations, menus.
- A unit should contain a range of text types for students to explore. The texts may be abridged or modified but must be complex enough to enable the student to meet all the strands of the reading comprehension objective. When designing reading comprehension tasks, teachers must set questions that will allow the students to reach the highest levels for the criterion: questions **must** pertain to the descriptors and responses **must** be based on information and evidence in the text.
- In reading comprehension and visual interpretation tasks, when students answer questions in the target language, they should not be penalized for language errors.
- Although multiple-choice, true/false questions may be appropriate in addressing the lower levels of the reading comprehension and visual interpretation criteria, 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.

Language B assessment criteria

Please note that the assessment criteria in this guide are for first use in final assessment in June 2013 and December 2013.

In order to measure a student's progress and achievement in each phase of the course, four criteria have been established. These criteria correspond directly to the four objectives.

- **A: Oral communication**—to measure the student's development as a speaker of the language
- **B: Visual interpretation**—to measure the student's ability to interpret visual text presented with spoken and written text
- **C: Reading comprehension**—to measure the student's ability to comprehend written text
- **D: Writing**—to measure the student's development as a writer of the target language

For each objective for each of the six phases, criteria have been devised.

In the final year of the MYP at the school, students need to be designated as aiming for one of the six phases in language B. If schools are applying for IB-validated grades, students will need to be registered in one of these phases. Teachers will need to use the corresponding criteria to assess students in their designated phase. As students may commence and complete their MYP language B course in any of the six phases, prescribed tasks are set for all six phases.

The following assessment criteria have been established by the IB for language B in the MYP. **All final assessment in all six phases of MYP language B** must be based on these assessment criteria, even if schools are not registering students for IB-validated grades and certification.

Criterion A	Oral communication	Maximum 8
Criterion B	Visual interpretation	Maximum 8
Criterion C	Reading comprehension	Maximum 8
Criterion D	Writing	Maximum 8

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

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Assessment criteria: Phase 1

Phase 1 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to identify some basic information in everyday situations • makes a limited attempt to respond to simple short phrases; responses are often inappropriate • makes a limited attempt to interact in simple and rehearsed exchanges, using minimal verbal and non-verbal language • makes a limited attempt to communicate information in a limited range of everyday situations • uses a limited vocabulary, and has difficulty in finding words • uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange • makes a limited attempt to use language to suit the context.
3–4	The student: • identifies some basic information in everyday situations • responds to some simple short phrases; some responses are inappropriate • occasionally interacts in simple and rehearsed exchanges, using some verbal and non-verbal language • communicates some information in a limited range of everyday situations • uses a basic range of vocabulary, with some inappropriate word choice • uses pronunciation and intonation with some errors, some of which make understanding difficult • uses some language to suit the context.

Achievement level	Level descriptor
5–6	The student: • identifies most basic information in everyday situations • responds appropriately to most simple short phrases • usually interacts in simple and rehearsed exchanges, using verbal and non-verbal language • communicates information on some aspects of a topic in everyday situations • makes good use of a basic range of vocabulary, generally accurately • uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility • usually uses language to suit the context.
7–8	The student: • identifies basic information in everyday situations • responds appropriately to most simple short phrases • interacts in simple and rehearsed exchanges, using verbal and non-verbal language • communicates information on a variety of aspects of a topic in everyday situations • makes excellent use of a basic range of vocabulary, generally accurately • uses clear pronunciation and intonation, which makes communication easy • uses language to suit the context.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 1 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to identify basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • makes a limited attempt to recognize some basic conventions in visual texts dealing with everyday situations • makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences and attitudes • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • identifies some basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • recognizes some basic conventions in visual texts dealing with everyday situations • occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences and attitudes • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • identifies most basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • recognizes most basic conventions in visual texts dealing with everyday situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences and attitudes • shows considerable understanding of the content of the visual, spoken and written text as a whole.
7–8	The student: • identifies basic messages, main ideas and supporting details in simple visual texts dealing with everyday situations • recognizes basic conventions in visual texts dealing with everyday situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences and attitudes • shows thorough understanding of the content of the visual, spoken and written text as a whole.

Phase 1 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to identify basic facts, main ideas and supporting details in simple short written texts with familiar language • has difficulty recognizing basic aspects of format and style, and author's purpose for writing • makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences and attitudes • shows limited understanding of the content of the text as a whole.
3–4	The student: • identifies some basic facts, main ideas and supporting details in simple short written texts with familiar language • recognizes some basic aspects of format and style, and author's purpose for writing • occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences and attitudes • shows some understanding of the content of the text as a whole.
5–6	The student: • identifies most basic facts, main ideas and supporting details in simple short written texts with familiar language • recognizes most basic aspects of format and style, and author's purpose for writing • usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences and attitudes • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • identifies basic facts, more complex ideas and supporting details in simple short written texts with familiar language • recognizes basic aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences and attitudes • shows thorough understanding of the content of the text as a whole.

Note: In the strand referring to understanding and responding to written texts, the use of a transliteration/Romanization guide, such as the Chinese "Pinyin" system, is supported in this phase.

Phase 1 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to write basic phrases to express ideas and feelings in a limited range of everyday situations • has difficulty organizing basic information, and basic cohesive devices are not used • has difficulty using basic vocabulary, grammatical structures and conventions; many errors • makes a limited attempt to write with a sense of audience.
3–4	The student: • writes some basic phrases to express ideas and feelings in a limited range of everyday situations • organizes some basic information and uses a limited range of basic cohesive devices • uses a limited range of basic vocabulary, grammatical structures and conventions; some errors and inappropriate word choice • writes with some sense of audience.
5–6	The student: • writes a variety of basic phrases to express ideas and feelings in a limited range of everyday situations • usually organizes basic information and uses a limited range of basic cohesive devices • makes good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately • usually writes with a sense of audience.
7–8	The student: • writes a wide variety of basic phrases effectively to express ideas and feelings in a limited range of everyday situations • organizes basic information and uses a range of basic cohesive devices • makes excellent use of a basic range of vocabulary, grammatical structures and conventions, generally accurately • writes with a sense of audience.

Assessment criteria: Phase 2

Phase 2 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding most information in familiar situations • makes a limited attempt to respond appropriately to simple spoken texts in a limited range of familiar situations • makes a limited attempt to interact in basic structured exchanges on a limited variety of aspects within familiar situations • makes a limited attempt to communicate information containing relevant ideas and some details in familiar situations • uses limited vocabulary and grammatical structures, with frequent errors • uses pronunciation and intonation with many errors, making understanding difficult throughout the exchange • makes a limited attempt to use language to suit the context.
3–4	The student: • shows understanding of some information in familiar situations • responds to some simple spoken texts in a limited range of familiar situations; some responses are inappropriate • occasionally interacts in basic structured exchanges on a limited variety of aspects within familiar situations • communicates some information containing relevant ideas and some details in familiar situations • uses a basic range of vocabulary and grammatical structures, with some inappropriate word choice and errors • uses pronunciation and intonation with some errors, some of which make understanding difficult • uses some language to suit the context.
5–6	The student: • shows understanding of most information in familiar situations • responds appropriately to most simple spoken texts in a limited range of familiar situations • usually interacts in basic structured exchanges on a limited variety of aspects within familiar situations • communicates ample information containing relevant ideas and some details in familiar situations • makes good use of a basic range of vocabulary and grammatical structures, generally accurately

Achievement level	Level descriptor
	• uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility • usually uses language to suit the context.
7–8	The student: • shows understanding of information in familiar situations • responds appropriately to spoken texts in a limited range of familiar situations • interacts in basic structured exchanges on a limited variety of aspects within familiar situations • communicates substantial information containing relevant ideas and some details in familiar situations • makes excellent use of a basic range of vocabulary and grammatical structures, generally accurately • uses clear pronunciation and intonation, which makes communication easy • uses language to suit the context.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 2 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding messages, main ideas and supporting details in simple visual texts dealing with familiar situations • makes a limited attempt to recognize some basic conventions in visual texts dealing with familiar situations • makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences and attitudes • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • shows understanding of some messages, main ideas and supporting details in simple visual texts dealing with familiar situations • recognizes some basic conventions in visual texts dealing with familiar situations • occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences and attitudes • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • shows understanding of most messages, main ideas and supporting details in simple visual texts dealing with familiar situations • recognizes most basic conventions in visual texts dealing with familiar situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences and attitudes • shows considerable understanding of the content of the visual, spoken and written text as a whole.

Achievement level	Level descriptor
7–8	The student: • shows understanding of messages, main ideas and supporting details in simple visual texts dealing with familiar situations • recognizes basic conventions in visual texts dealing with familiar situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences and attitudes • shows thorough understanding of the content of the visual, spoken and written text as a whole.

Phase 2 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding basic facts, main ideas and supporting details in texts with familiar language • has difficulty recognizing basic aspects of format and style, and author's purpose for writing • makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences and attitudes • shows limited understanding of the content of the text as a whole.
3–4	The student: • identifies some basic facts, main ideas and supporting details in texts with familiar language • recognizes some basic aspects of format and style, and author's purpose for writing • occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences and attitudes • shows some understanding of the content of the text as a whole.
5–6	The student: • identifies most basic facts, main ideas and supporting details in texts with familiar language • recognizes most basic aspects of format and style, and author's purpose for writing • usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences and attitudes • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • identifies basic facts, more complex ideas and supporting details, and draws conclusions in texts with familiar language • recognizes aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences and attitudes • shows thorough understanding of the content of the text as a whole.

Note: In the strand referring to understanding and responding to written texts, the use of a transliteration/Romanization guide, such as the Chinese "Pinyin" system, is supported in this phase.

Phase 2 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to write simple text to express ideas and feelings in a limited range of familiar situations. Ideas are basic and repetitive; they are not always relevant and little or no detail is given • has difficulty organizing information and ideas and using a range of basic cohesive devices; there is little or no structure, making the ideas difficult to follow • has difficulty using basic vocabulary, grammatical structures and conventions; frequent errors interfere with communication • makes a limited attempt to write with a sense of audience.
3–4	The student: • writes some phrases in a simple text to express ideas and feelings in a limited range of familiar situations. Ideas are usually relevant, though they can contain limited detail • organizes some information and ideas and uses a range of basic cohesive devices; there is a reasonable attempt at structure • uses a basic range of vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication • writes with some sense of audience.
5–6	The student: • writes a range of phrases and expressions in a simple text to communicate ideas and feelings in a limited range of familiar situations. Ideas are relevant and contain some detail and examples • usually organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure • makes good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication • usually writes with a sense of audience.

Achievement level	Level descriptor
7–8	The student: • writes a wide range of phrases and expressions in a simple text effectively to communicate ideas and feelings in a limited range of familiar situations. Ideas are relevant, detailed and include examples • organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure and cohesive devices add clarity to the message • makes excellent use of a basic range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication • writes with a sense of audience.

Assessment criteria: Phase 3

Phase 3 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding information in familiar and some unfamiliar situations • makes a limited attempt to respond appropriately to spoken texts in familiar and some unfamiliar situations • makes a limited attempt to interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations • makes a limited attempt to communicate information containing relevant ideas and some details in familiar and some unfamiliar situations • uses limited vocabulary and grammatical structures, with frequent errors • uses pronunciation and intonation that are inaccurate and consistently interfere with comprehensibility • makes a limited attempt to use language to suit the context.
3–4	The student: • shows understanding of some information in familiar and some unfamiliar situations • responds to some spoken texts in familiar and some unfamiliar situations; some responses are inappropriate • occasionally interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations • communicates some information containing relevant ideas and some details in familiar and some unfamiliar situations • uses a range of vocabulary and grammatical structures, with some inappropriate word choice and errors • makes mistakes in pronunciation and intonation that sometimes interfere with comprehensibility • uses some language to suit the context.

Achievement level	Level descriptor
5–6	The student: • shows understanding of most information in familiar and some unfamiliar situations • responds appropriately to most spoken texts in a range of familiar and some unfamiliar situations • usually interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations • communicates ample information containing relevant ideas and some details in familiar and some unfamiliar situations • makes good use of a range of vocabulary and grammatical structures, generally accurately • makes occasional mistakes in pronunciation and intonation but these rarely interfere with comprehensibility • usually uses language to suit the context.
7–8	The student: • shows understanding of information in familiar and some unfamiliar situations • responds appropriately to spoken texts in a range of familiar and some unfamiliar situations • interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations • communicates substantial information containing relevant ideas and some details in familiar and some unfamiliar situations • makes excellent use of a range of vocabulary and grammatical structures, generally accurately • makes occasional mistakes in pronunciation and intonation but these do not interfere with comprehensibility • uses language to suit the context.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 3 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding information, main ideas and supporting details in visual texts dealing with familiar and some unfamiliar situations • makes a limited attempt to understand some conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations • makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • shows understanding of some information, main ideas and supporting details in visual texts dealing with familiar and some unfamiliar situations • understands some conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations • occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes and points of view • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • shows understanding of most information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations • understands most conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes and points of view • shows considerable understanding of the content of the visual, spoken and written text as a whole.

Achievement level	Level descriptor
7–8	The student: • shows understanding of information, main ideas and supporting details, and draws conclusions in visual texts dealing with familiar and some unfamiliar situations • understands conventions in visual texts dealing with a limited range of familiar and some unfamiliar situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the visual, spoken and written text as a whole.

Phase 3 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty understanding information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language • has difficulty understanding aspects of format and style, and author's purpose for writing • makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view • shows limited understanding of the content of the text as a whole.
3–4	The student: • shows understanding of some information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language • understands some aspects of format and style, and author's purpose for writing • occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes and points of view • shows some understanding of the content of the text as a whole.
5–6	The student: • shows understanding of most information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language • understands most aspects of format and style, and author's purpose for writing • usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes and points of view • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • shows understanding of information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language • understands aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the text as a whole.

Note: In the strand referring to understanding and responding to written texts, the use of a transliteration/Romanization guide, such as the Chinese "Pinyin" system, is supported in this phase.

Phase 3 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to express ideas and opinions in familiar and some unfamiliar situations. Communication is incoherent; ideas are generally irrelevant and repetitive; opinions are unsupported • has difficulty organizing information and ideas logically; uses a limited range of basic cohesive devices; there is little or no structure, making the ideas difficult to follow • has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication • writes with little sense of audience or purpose.
3–4	The student: • expresses some ideas and opinions in familiar and some unfamiliar situations. Communication is sometimes incoherent; ideas are sometimes irrelevant or repetitive; opinions are often unsupported • organizes some information and ideas logically; uses a range of basic cohesive devices; there is a reasonable attempt at structure • uses a range of vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication • writes with some evidence of a sense of audience and purpose.
5–6	The student: • expresses clearly a range of ideas and opinions in familiar and some unfamiliar situations. More complex ideas are sometimes not clear but are generally relevant; opinions are sometimes justified • usually organizes information and ideas logically and uses a range of basic cohesive devices; there is an appropriate structure • makes good use of a range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication • writes with a sense of audience and purpose.

Achievement level	Level descriptor
7–8	The student: • effectively expresses a wide range of ideas in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations • organizes information and ideas and uses a range of basic cohesive devices; there is a logical structure, and cohesive devices add clarity and coherence to the message • makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication • clearly writes with a sense of audience and purpose.

Assessment criteria: Phase 4

Phase 4 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to construct meaning in familiar and unfamiliar situations • makes a limited attempt to respond appropriately to spoken texts in familiar and unfamiliar situations • makes a limited attempt to engage in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance • makes a limited attempt to communicate information containing relevant and developed ideas and justified opinions in a variety of situations • uses limited vocabulary and grammatical structures, with frequent errors • uses pronunciation and intonation that are inaccurate and consistently interfere with comprehensibility • makes a limited attempt to use language to suit the context.
3–4	The student: • at times constructs meaning in familiar and unfamiliar situations • responds to some spoken texts in familiar and unfamiliar situations; some responses are inappropriate • occasionally engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance • communicates some information containing relevant and developed ideas and justified opinions in a variety of situations • uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors • makes mistakes in pronunciation and intonation that sometimes interfere with comprehensibility • uses some language to suit the context.

Achievement level	Level descriptor
5–6	The student: • usually constructs meaning in familiar and unfamiliar situations • responds appropriately to most spoken texts in a range of familiar and unfamiliar situations • usually engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance • communicates ample information containing relevant and developed ideas and justified opinions in a variety of situations • makes good use of a range of vocabulary and grammatical structures, generally accurately • makes occasional mistakes in pronunciation and intonation; these rarely interfere with comprehensibility • usually uses language to suit the context.
7–8	The student: • constructs meaning in familiar and unfamiliar situations • responds appropriately to spoken texts in a range of familiar and unfamiliar situations • engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance • communicates substantial information containing relevant and developed ideas and justified opinions in a variety of situations • makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately • makes occasional mistakes in pronunciation and intonation; these do not interfere with comprehensibility • uses language to suit the context.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 4 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to construct meaning from information, main ideas and supporting details in visual texts dealing with familiar and unfamiliar situations • makes a limited attempt to interpret some conventions in visual texts dealing with a range of familiar and unfamiliar situations • makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • at times constructs meaning and draws some conclusions from information, main ideas and supporting details in visual texts dealing with familiar and unfamiliar situations • interprets some conventions in visual texts dealing with a range of familiar and unfamiliar situations • occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes and points of view • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • usually constructs meaning and draws conclusions from information, main ideas and supporting details in visual texts dealing with familiar and unfamiliar situations • interprets most conventions in visual texts dealing with a range of familiar and unfamiliar situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes and points of view • shows considerable understanding of the content of the visual, spoken and written text as a whole.

Achievement level	Level descriptor
7–8	The student: • constructs meaning and draws conclusions from information, main ideas and supporting details in visual texts dealing with familiar and unfamiliar situations • interprets conventions in visual texts dealing with a range of familiar and unfamiliar situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the visual, spoken and written text as a whole.

Phase 4 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty constructing meaning from stated and implied information, main ideas or supporting details in texts with familiar and unfamiliar language • has difficulty interpreting aspects of format and style, and author's purpose for writing • makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view • shows limited understanding of the content of the text as a whole.
3–4	The student: • constructs meaning by identifying some stated and implied information, main ideas and some supporting details in texts with familiar and unfamiliar language • interprets some aspects of format and style, and author's purpose for writing • occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes and points of view • shows some understanding of the content of the text as a whole.
5–6	The student: • constructs meaning by identifying most stated and implied information, main ideas and supporting details, and drawing conclusions in texts with familiar and unfamiliar language • interprets most aspects of format and style, and also interprets the author's purpose for writing • usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes and points of view • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • constructs meaning by identifying stated and implied information, main ideas and supporting details, and drawing conclusions in texts with familiar and unfamiliar language • interprets aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes and points of view • shows thorough understanding of the content of the text as a whole.

Phase 4 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to write simple and complex texts to express ideas and opinions in familiar and unfamiliar situations. Communication is incoherent; ideas are generally irrelevant and repetitive; opinions are unsupported • has difficulty organizing information and ideas into a well-structured text; uses a limited range of cohesive devices; the ideas are difficult to follow • has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication • writes with little sense of audience or purpose.
3–4	The student: • writes simple and complex texts to express some ideas and opinions in familiar and unfamiliar situations. Communication is sometimes incoherent; ideas are sometimes irrelevant or repetitive; opinions are often unsupported • organizes some information and ideas into a well-structured text; uses a variety of cohesive devices; the ideas are easy to follow • uses a range of vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication • writes with some evidence of a sense of audience and purpose.
5–6	The student: • writes simple and complex texts to express clearly a range of ideas and opinions in familiar and unfamiliar situations. More complex ideas are sometimes not clear but are generally relevant; opinions are sometimes justified • usually organizes information and ideas into a well-structured text; uses a variety of cohesive devices; ideas are clear • makes good use of a range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication • writes with a sense of audience and purpose.

Achievement level	Level descriptor
7–8	The student: • writes simple and complex texts effectively to express a wide range of ideas in familiar and unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations • organizes information and ideas into a well-structured text; uses a wide range of cohesive devices that add clarity and coherence • makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication • clearly writes with a sense of audience and purpose.

Assessment criteria: Phase 5

Phase 5 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to construct meaning in social and some academic situations, integrating complex details and ideas • makes a limited attempt to respond appropriately to spoken texts in social and some academic situations • makes a limited attempt to engage in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on some topics of personal and global significance • makes a limited attempt to communicate information containing relevant and focused ideas supported by examples and illustrations in a variety of situations • uses limited vocabulary and grammatical structures, with frequent errors • uses inaccurate intonation and frequently hesitates, which interferes with comprehensibility • makes a limited attempt to use language to suit the context.
3–4	The student: • at times constructs meaning in social and some academic situations, integrating complex details and ideas • responds to some spoken texts in social and some academic situations; some responses are inappropriate • occasionally engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance • communicates some information containing relevant and focused ideas supported by examples and illustrations in a variety of situations • uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors • makes some errors in intonation and shows some lapses in fluency, which sometimes interferes with comprehensibility • uses some language to suit the context.

Achievement level	Level descriptor
5–6	The student: • usually constructs meaning in social and some academic situations, integrating complex details and ideas • responds appropriately to most spoken texts in a range of social and some academic situations • usually engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance • communicates ample information containing relevant and focused ideas supported by examples and illustrations in a variety of situations • makes good use of a range of vocabulary and grammatical structures, generally accurately • makes some errors in intonation and shows some lapses in fluency; this does not interfere with communication • usually uses language to suit the context.
7–8	The student: • constructs meaning in social and some academic situations, integrating complex details and ideas • responds appropriately to spoken texts in a range of social and some academic situations • engages in rehearsed and unrehearsed exchanges to share developed and well-organized ideas on a range of topics of personal and global significance • communicates substantial information containing relevant and focused ideas supported by examples and illustrations in a variety of situations • makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately • speaks with intonation and fluency that contribute effectively to communication • uses language to suit the context.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 5 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to analyse information, main ideas and supporting details in visual texts dealing with social and some academic situations • makes a limited attempt to analyse some conventions in visual texts dealing with a range of social and some academic situations • makes a limited attempt to engage with the visual text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • at times analyses and draws some conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations • analyses some conventions in visual texts dealing with a range of social and some academic situations • occasionally engages with the visual text by identifying ideas, opinions and attitudes in the text and makes some connections with own experiences, attitudes, points of view and global perspectives • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • usually analyses and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations • analyses most conventions in visual texts dealing with a range of social and some academic situations • usually engages with the visual text by identifying ideas, opinions and attitudes in the text and makes ample connections with own experiences, attitudes, points of view and global perspectives • shows considerable understanding of the content of the visual, spoken and written text as a whole.

Achievement level	Level descriptor
7–8	The student: • analyses and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and some academic situations • analyses conventions in visual texts dealing with a range of social and some academic situations • engages with the visual text by identifying ideas, opinions and attitudes in the text and makes substantial connections with own experiences, attitudes, points of view and global perspectives • shows perceptive understanding of the content of the visual, spoken and written text as a whole.

Phase 5 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to analyse information, main ideas and supporting details, and draw conclusions in texts dealing with social and some academic situations • has difficulty analysing aspects of format and style, and also the author's purpose for writing • makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives • shows limited understanding of the content of the text as a whole.
3–4	The student: • at times analyses and draws some conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations • analyses some aspects of format and style, and author's purpose for writing • occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes, points of view and global perspectives • shows some understanding of the content of the text as a whole.
5–6	The student: • usually analyses and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations • analyses most aspects of format and style, and author's purpose for writing • usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes, points of view and global perspectives • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • analyses and draws conclusions from information, main ideas and supporting details in texts dealing with social and some academic situations • analyses aspects of format and style, and author's purpose for writing • engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes, points of view and global perspectives • shows perceptive understanding of the content of the text as a whole.

Phase 5 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty writing complex texts to express ideas and opinions in social and some academic situations. Shows little depth in understanding of the topic. Ideas are irrelevant and repetitive; opinions have little or no relevant support • has difficulty organizing information and ideas into a well-structured text; uses a limited range of cohesive devices; lapses in structure interfere with the development of the text • has difficulty using vocabulary, grammatical structures and conventions; frequent errors interfere with communication • writes with little sense of register, purpose or style.
3–4	The student: • writes complex texts to express some ideas and opinions in social and some academic situations. Shows some depth in understanding of the topic, though some of the message remains superficial; ideas are not always relevant and opinions are insufficiently supported • organizes some information and ideas effectively; text is structured appropriately and allows for the development of some ideas; uses a variety of cohesive devices • uses a range of vocabulary, complex grammatical structures and conventions; some errors and inappropriate word choice occasionally interfere with communication • writes with some sense of register, purpose and style.
5–6	The student: • writes complex texts to express clearly a range of ideas and opinions in social and some academic situations. Shows satisfactory depth in understanding of the topic; ideas and opinions are relevant and generally supported • usually organizes information and ideas effectively into a well-structured text; makes good use of a variety of cohesive devices to develop ideas • makes good use of a range of vocabulary, complex grammatical structures and conventions; errors do not affect comprehensibility • writes effectively with a sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: • writes complex texts effectively to express a wide range of ideas and opinions in social and some academic situations; shows good depth in understanding of the topic; ideas and opinions are relevant, focused and supported by examples and illustrations • organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices that enhance the development of ideas • makes excellent use of a range of vocabulary, complex grammatical structures and conventions to write effectively and accurately • writes effectively with a clear sense of register, purpose and style.

Assessment criteria: Phase 6

Phase 6 criterion A: Oral communication

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to analyse the important information, details and ideas in social and academic interactions • makes a limited attempt to respond appropriately to a wide range of spoken texts in social and academic situations • makes a limited attempt to engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance • makes a limited attempt to communicate information containing complex ideas in a wide variety of situations • uses limited vocabulary and grammatical structures, with frequent errors • makes a limited attempt to use some oratory techniques.
3–4	The student: • at times analyses the important information, details and ideas in social and academic interactions • responds to some spoken texts in social and academic situations; some responses are inappropriate • occasionally engages in unrehearsed and complex exchanges, giving some analysis and explanation, on a wide range of topics of personal and global significance • communicates some information containing complex ideas in a wide variety of situations • uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors • speaks with a limited level of competence in oratory technique.

Achievement level	Level descriptor
5–6	The student: • usually analyses the important information, details and ideas in social and academic interactions • responds appropriately to most spoken texts in a wide range of social and academic situations • usually engages in unrehearsed and complex exchanges, giving analysis and explanation, on a wide range of topics of personal and global significance • communicates ample information and complex ideas in a wide variety of situations • makes good use of a range of vocabulary and grammatical structures, generally accurately • speaks with an adequate level of competence in oratory technique.
7–8	The student: • analyses the important information, details and ideas in social and academic interactions • responds appropriately to spoken texts in a wide range of social and academic situations • engages in unrehearsed and complex exchanges, giving detailed analysis and explanation, on a wide range of topics of personal and global significance • communicates substantial information containing complex ideas and some sophisticated language in a wide variety of situations • makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately • speaks with a good level of competence in oratory technique.

Note: In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Phase 6 criterion B: Visual interpretation

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to evaluate information, main ideas and supporting details in visual texts dealing with social and academic situations • makes a limited attempt to evaluate some conventions in visual texts dealing with a range of social and academic situations • makes a limited attempt to engage with the visual text by synthesizing ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives • shows limited understanding of the content of the visual, spoken and written text as a whole.
3–4	The student: • at times evaluates and draws some conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations • evaluates some conventions in visual texts dealing with a range of social and academic situations • occasionally engages with the visual text by synthesizing ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes, points of view and global perspectives • shows some understanding of the content of the visual, spoken and written text as a whole.
5–6	The student: • usually evaluates and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations • evaluates most conventions in visual texts dealing with a range of social and academic situations • usually engages with the visual text by synthesizing ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes, points of view and global perspectives • shows considerable understanding of the content of the visual, spoken and written text as a whole.

Achievement level	Level descriptor
7–8	The student: • evaluates and draws conclusions from information, main ideas and supporting details in visual texts dealing with social and academic situations • evaluates conventions in visual texts dealing with a range of social and academic situations • engages with the visual text by synthesizing ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes, points of view and global perspectives • shows perceptive understanding of the content of the visual, spoken and written text as a whole.

Phase 6 criterion C: Reading comprehension

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • makes a limited attempt to evaluate information, main ideas and supporting details, and draw conclusions in a wide range of texts dealing with social and academic situations • makes a limited attempt to evaluate texts but has difficulty making inferences and interpreting the author's choice of style, format and ideas to suit an intended audience and purpose • makes a limited attempt to engage with the text by synthesizing ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes, points of view and global perspectives • shows limited understanding of the content of the text as a whole.
3–4	The student: • at times evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations • evaluates texts by making some inferences that are supported with details from the text and by superficially interpreting the author's choice of style, format and ideas to suit an intended audience and purpose • occasionally engages with the text by synthesizing ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes, points of view and global perspectives • shows some understanding of the content of the text as a whole.
5–6	The student: • usually evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations • evaluates texts by making inferences that are supported with details from the text and by interpreting the author's choice of style, format and ideas to suit an intended audience and purpose • usually engages with the text by synthesizing ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes, points of view and global perspectives • shows considerable understanding of the content of the text as a whole.

Achievement level	Level descriptor
7–8	The student: • evaluates and draws some conclusions from information, main ideas and supporting details in a wide range of texts dealing with social and academic situations • evaluates texts by making inferences convincingly supported with details from the text and by interpreting the author's choice of style, format and ideas to suit an intended audience and purpose • engages with the text by synthesizing ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes, points of view and global perspectives • shows perceptive understanding of the content of the text as a whole.

Phase 6 criterion D: Writing

Maximum: 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty writing texts to express ideas and opinions supported by examples and illustrations in a wide range of social and academic contexts. Shows little depth in understanding of the topic; ideas are irrelevant and repetitive; opinions have little or no relevant support • has difficulty organizing information and ideas clearly and effectively into a logical and well-structured text; uses a limited range of cohesive devices • has difficulty using a range of vocabulary, complex grammatical structures and conventions; frequent errors interfere with communication • writes with little effect or creativity; there is little sense of register, purpose or style.
3–4	The student: • writes texts to express some ideas and opinions in a wide range of social and academic contexts. Shows some depth in understanding of the topic, though some of the message remains superficial; ideas are not always relevant and opinions insufficiently supported • organizes some information and ideas clearly and effectively into a logical and well-structured text; uses a range of cohesive devices effectively • uses a range of vocabulary, complex grammatical structures and conventions; some errors and inappropriate word choice occasionally affect comprehensibility • writes with some effect and creativity and some sense of register, purpose and style.
5–6	The student: • writes complex texts to express clearly a range of focused ideas and opinions in a wide range of social and academic contexts. Shows satisfactory depth in understanding of the topic; ideas and opinions are relevant and generally supported • usually organizes information and ideas clearly and effectively into a logical and well-structured text; uses a wide range of cohesive devices effectively • makes good use of a range of vocabulary, complex grammatical structures and conventions; errors do not affect comprehensibility • writes with considerable effect and creativity and a clear sense of register, purpose and style.

Achievement level	Level descriptor
7–8	The student: • writes sophisticated, complex texts effectively to express a wide range of focused ideas and opinions in a wide range of social and academic contexts. Shows a sophisticated, in-depth understanding of the topic; ideas and opinions are relevant, focused and supported by examples and illustrations • organizes information and ideas clearly and effectively into a logical and well-structured text; uses a wide range of cohesive devices effectively • makes excellent use of a wide range of vocabulary, complex grammatical structures and conventions to write effectively and accurately • writes with a high degree of effect and creativity and a clear sense of register, purpose and style.

Objective–criteria alignment

Assessment criteria: Phase 4 objectives

Phase 4 criterion A: Oral communication

At the end of phase 4, the student should

- understand, interpret and respond to
- communicate information, ideas, and
- request and provide information in a
- use language appropriate to a range range of purposes and audiences
- use appropriate register in formal and
- use language accurately
- engage actively in oral production

Assessment criteria: Phase 4

Phase 4 criterion A: Oral communication

Maximum 8

Achievement level	Level descriptor
0	The student does not reach a standard described by any
1–2	The student: • makes a limited attempt to construct meaning in fam • makes a limited attempt to respond appropriately to • makes a limited attempt to engage in rehearsed and • makes a limited attempt to communicate information • uses limited vocabulary and grammatical structures, • uses pronunciation and intonation that are inaccurate • makes a limited attempt to use language to suit the c
3–4	The student: • at times constructs meaning in familiar and unfamilia • responds to some spoken texts in familiar and unfam • occasionally engages in rehearsed and unrehearsed e • communicates some information containing relevant • uses a limited range of vocabulary and grammatical s • makes mistakes in pronunciation and intonation that • uses some language to suit the context.
5–6	The student: • usually constructs meaning in familiar and unfamiliar • responds appropriately to most spoken texts in a rang • usually engages in rehearsed and unrehearsed excha • communicates ample information containing relevan • makes good use of a range of vocabulary and gramm • makes occasional mistakes in pronunciation and into • usually uses language to suit the context.
7–8	The student: • constructs meaning in familiar and unfamiliar situatio • responds appropriately to spoken texts in a range of f • engages in rehearsed and unrehearsed exchanges to • communicates substantial information containing rel • makes excellent use of a wide range of vocabulary an

Figure 2

This diagram clearly demonstrates the alignment between the subject objectives and criteria descriptors. In MYP language B, each objective strand is represented at each achievement level; this occurs for all objectives/criteria. As the achievement levels increase, the qualitative terms describing the student's achievement against the objective strand become more complex.

Character and non-Roman alphabetical languages B

These additional notes provide specific guidance for teachers of character and non-Roman alphabetical languages B. While it is not possible to provide a complete list of all languages in these two categories that are available for study in the MYP, languages B currently studied by MYP students that fall into these categories include, but are not limited to, the following.

- Arabic
- Chinese
- Hebrew
- Hindi
- Japanese
- Khmer
- Korean
- Russian
- Thai

All languages B share the same aims, broad objectives and assessment criteria. The information in this section must be used in conjunction with the framework for teaching and learning in language B, as well as all the requirements set for the language B subject group, as outlined in this guide. The modifications made do not constitute an exemption from any standards or practices set for Roman alphabetical languages.

The following specific features of character and non-Roman languages have been identified as a rationale for the modifications. Teachers of these languages may choose to apply these modifications as appropriate or necessary depending on the context in which these languages are learned.

- The language has a writing system that is alphabetical but non-Roman and therefore requires students to learn to write and read a new alphabet.
- The language has a writing system that uses symbols for consonants and vowels (syllabic) or uses symbols for concepts or ideas (ideographic) and therefore requires students to learn to write and read a new script and can involve different reading processes.
- The language is tonal: different tones distinguish different meanings. Accuracy of tone to distinguish meaning requires more specific attention and a longer amount of time to master.

Modifications

For the reasons given above, more time is required to become proficient in character and non-Roman languages, particularly if the student's first language is a Roman alphabetical language.

The following modifications to the objectives and assessment criteria have therefore been made.

Objective A Oral communication

In the strand referring to the use of comprehensible pronunciation and intonation, for tonal languages "intonation" is replaced by "correct tone".

Objective C Reading comprehension

In the strand referring to understanding and responding to written texts, the use of a transliteration/Romanization guide, such as the Chinese "Pinyin" system, is supported up to and including phase 3.

The number of characters students are required to read and comprehend has been modified. Please refer to Table 3 in this section.

Objective D Writing

The number of characters students are required to write has been modified. Please refer to Table 4 in this section.

Equivalency tables

Phase	Roman alphabetical languages	Chinese language	Korean language	Japanese language	Non-Roman alphabetical languages
1	200–300 words	200–300 characters	200–300 characters	200–300 characters	80–240 words
2	400–500	400–500	400–500	400–500	240–400
3	600–700	550–600	550–600	550–600	400–560
4	800–900	650–750	650–750	650–750	560–720
5	900–1,000	800–900	800–900	800–900	720–800
6	1,300–1,500	950–1,000	950–1,000	950–1,000	800–900

Table 3: *MYP language B word–character equivalency for length of reading comprehension texts*

Phase	Roman alphabetical languages	Chinese language	Korean language	Japanese language	Non-Roman alphabetical languages
1	100–150 words	100–150 characters	130–200 characters	200–300 characters	60–100 words
2	100–150	150–200	130–200	200–300	80–120
3	200–250	250–300	270–330	400–500	100–150
4	200–250	250–300	270–330	400–500	150–200
5	300–400	350–500	400–530	600–800	200–250
6	300–400	350–500	400–530	600–800	250–320

Table 4: *MYP language B word–character equivalency for length of writing tasks*

Note: Please also refer to "Task requirements" in the section headed "Language B: Moderation" in this guide.

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in 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 IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

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

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. All schools **must** 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.

The "best–fit" approach

The "best-fit" approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (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. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best–fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

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

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not used in MYP assessment.

The levels attributed to the descriptors must not be considered as fixed 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 or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 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. 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. Similarly, 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.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section "Assessment".

Determining the final grade for certification

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. Registering students in a phase for final assessment for certification

It is possible for a student to exit the MYP language B course from any phase. It is only for the final year of the programme that students must be registered on IBIS for certification purposes. Before this point, schools must decide which phases to offer for final assessment and for certification. Schools should choose the phase that offers:

- an academically challenging course to the student, and
- the most suitable pathways for further study.

Teachers are in the best position to decide in which phase students will complete their final assessment and certification in order to satisfactorily complete their language B course in the MYP.

A student must be registered in **one phase** that represents the best fit for that student. Even though the four skills may not be of the same proficiency level (phase), for the purposes of the final grade all prescribed tasks must be completed for the same phase.

It is at the school's discretion to group students in phases. However, it is **essential** to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class. If students in more than two phases are grouped together in the same class, there will be too great a difference in language proficiency. This is unacceptable practice. It will be unreasonably demanding on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all.

Teachers could, for example:

- group phase 1 and 2 students together in a beginner class
- group phase 3 and 4 students together in an intermediate class
- group phase 5 and 6 students together in a class for proficient learners.

Schools could also decide to offer only phases 2, 4 and 6, or only phases 1, 3 and 5. This will depend on whether the school offers a three-, four- or five-year programme and also on whether the students are beginners in the language B (in which case they should start in phase 1).

Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

It is important for teachers to place their students in the correct phase of language B for the final year of assessment, based on their progress and achievement throughout the school year. The continuums and assessment criteria rubrics are essential tools in this process. Summative tasks that have been assessed using the assessment criteria provide crucial evidence.

2. 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. 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 types of assessment tasks more than once, or by incorporating other types of assessment activity. Language B has **four** criteria and so **at least eight** judgments (two per criterion) must be made for each student in the phase corresponding to their final year of assessment (which may be one of any of the six phases).

Important: If more than one teacher is involved in the same language B for a single phase 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 in one language, internal standardization is best achieved by:

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

Where possible and practicable, internal standardization across languages B should be conducted.

3. 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 achievement level for each criterion according to the phase for which the student is registered. Where the 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 the final year of assessment 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 achievement level best corresponds to a student's general level of performance for each of the criteria towards the end of the programme.

4. 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 all phases of language B, students have the opportunity to achieve a maximum level of 8 for criteria A, B, C and D. Therefore the maximum final criterion levels total for language B will be 32. The final criterion levels total is the total that will be submitted to the IB via IBIS (IB information system) for those schools that have registered students to receive IB-validated grades.

5. 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* (updated annually) 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 the IB record of achievement, where students have been registered for IB-validated grades. 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.

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

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

Language B: Moderation

The following details apply **only** to schools that request **IB-validated 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 teachers (or by the supervisors in the case of the personal project). The IB 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 the IB must be assessed using the assessment criteria and achievement levels listed in this guide.

For moderation in the final year of the programme, a sample of work is required to be submitted for each phase in which a student has been registered. Each moderation sample must include **four folders** of students' work with each folder representing the work of a single student. This is illustrated by the two examples that follow.

Example A

ISA is an international school in Russia offering the MYP as a three-year programme. Students are registered for moderation in the final year of the programme. At ISA there are three language B classes in the final year of the programme.

- A phase 4 class
- A phase 3 class, and
- A phase 2 class

Teachers at *ISA* will send:

- four folders of student work in the prescribed tasks for phase 4, **and**
- four folders of student work in the prescribed tasks for phase 3, **and**
- four folders of student work in the prescribed tasks for phase 2.

Example B
PSB is an international school in Australia offering the MYP as a five-year programme. Students are registered for moderation in the final year of the programme. At PSB there is one language B class in the final year of the programme.

Students are in two phases of the programme in the same class; 15 students will exit from phase 3, and 10 students will exit from phase 4 in this one class.

The teachers at *PSB* will send:

- four folders of student work in the prescribed tasks for phase 3 **and**
- four folders of student work in the prescribed tasks for phase 4.

In both these examples, if students are in more than one phase in one classroom, the corresponding criteria for each phase must be used.

The submission date for moderation samples is likely to come at some time before the end of a school's academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students' work after moderation samples have been submitted, as these later tasks will also contribute towards the student's final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice* (August 2008), section "Moderation".

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

Step 1: Submission of moderation samples

Step 2: Submission of criterion levels totals

Step 3: Award of MYP grades

Step 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the MYP *Coordinator's handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

The selection of student work should be representative of a range of abilities within the phase, comprising:

- one comparatively good folder
- two folders showing average ability, and
- one comparatively weak folder.

Only the work of students registered for IB-validated grades should be submitted. If there are fewer than four students registered, the sample will therefore have fewer than four folders. In each folder, teachers must include a completed coversheet *Form F3.1*. An additional folder (the background information folder) containing descriptions of the assessment tasks and background information for each task must be supplied.

Submitting electronic samples for moderation

Schools are encouraged to consider alternatives to paper-based moderation samples. Many are already submitting samples on CD-ROM; it is hoped that more schools will adopt this format in the interests of reducing courier costs and environmental impact. Schools are also asked to consider uploading samples onto websites such as Basecamp in order to avoid sending any physical materials at all. Schools that are interested in pursuing this option are asked to contact IB Answers (ibid@ibo.org) for further information.

Prescribed minimum

The required number of judgments against each criterion for language B is:

- Criteria A, B, C and D: **one** judgment each.

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

- **Criterion A:** One recording of an interactive oral task conducted under supervision in class. This can be recorded on an audio cassette, compact disc (CD) or digital video disc (DVD)
- **Criterion B:** One visual interpretation task completed under supervision in class
- **Criterion C:** One reading comprehension task completed under supervision in class
- **Criterion D:** One writing task produced under supervision in class

Task requirements

The following requirements must be met when designing tasks for final assessment.

Table 5: *Task requirements for moderation samples*

Criterion	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A: Interactive oral task	1½–2 minutes	2–3 minutes	3–5 minutes	3–5 minutes	3–5 minutes	3–5 minutes
B: Visual interpretation task	All questions and answers **must** be in the target language	All questions and answers **must** be in the target language	All questions and answers **must** be in the target language	All questions and answers **must** be in the target language	All questions and answers **must** be in the target language	All questions and answers **must** be in the target language
C: Reading comprehension task	Text length must be between 200 and 300 words All questions and answers **may** be in mother tongue, language of instruction or the target language	Text length must be between 400 and 500 words All questions and answers **may** be in mother tongue, language of instruction or the target language	Text length must be between 600 and 700 words All questions and answers **may** be in mother tongue, language of instruction or the target language	Text length must be between 800 and 900 words All questions and answers **must** be in the target language The text **must** be of a literary nature	Text length must be between 900 and 1,000 words All questions and answers **must** be in the target language The text **must** be of a literary nature	Text length must be between 1,300 and 1,500 words All questions and answers **must** be in the target language The text **must** be of a literary nature

Criterion	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
D: Writing task	Writing piece must be between 100 and 150 words	Writing piece must be between 100 and 150 words	Writing piece must be between 200 and 250 words	Writing piece must be between 200 and 250 words	Writing piece must be between 300 and 400 words	Writing piece must be between 300 and 400 words

Note: For word–character equivalencies, please see Table 3 and Table 4 in the section "Character and non-Roman alphabetical languages B" in this guide.

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. Where the students have completed the same task, the conditions of that task should have been the same for all students (for example, length of time and instructions).
- 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 fifth folder. This should include a blank copy of the tasks with an answer key for the reading comprehension task. This information does not need to be added into each of the four student folders. This may be submitted in the working language of the school (English, French or Spanish) or in the language B.
- Background information must 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, the unit planner of which the task was a part, and so on.
- In the background information, evidence illustrating the teacher's application of the assessment criteria must also be documented (with a copy of the relevant worksheet, test paper, and so on), 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. 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 IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the MYP *Coordinator's handbook*.
- If teachers and students use third-party material as stimuli and/or as part of any of their tasks (oral stimulus, writing stimulus, written and visual text), this material **must be fully referenced**. This will include the title of the source, the author, the publication date, the publisher and, for books only, the

ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on. This is particularly important for the texts used in the reading comprehension and visual interpretation tasks.

Requirements for the interactive oral task

- The student should be clearly identified on the audio cassette tape, CD or DVD at the beginning of the recording, and the tape, CD or DVD should be clearly labelled.
- The recording sent for moderation must be of the time length that corresponds to the phase in which the student was registered. It must 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.
- The interactive oral task must allow students to demonstrate the skills listed in the descriptors for criterion A and to achieve the highest level.
- Participants in the interactive 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.
- Student presentations of a topic do not allow for genuine, spontaneous interaction. Therefore, the presentation portion will not be considered for moderation purposes. The student–teacher conversation must be of an appropriate length to correspond to the phase in which the student has been registered.
- Students should not be given a list of questions to prepare prior to the completion of the task.
- The time frames given in Table 5 correspond to the length of time that the student should be speaking. Care should be taken that the student is provided with sufficient time to engage in the conversation.
- When a pair of students participates in an oral activity, they should be grouped according to their phase so that different levels of proficiency in the language do not disadvantage either student.
- Whenever possible, care should be taken to pair a boy and a girl when preparing an interactive student–student task for moderation.
- To ensure that both students are actively engaged in the conversation, the pair should ask one another questions to advance the conversation. This will help contribute to their ability to demonstrate genuine, spontaneous interaction.
- A conversation between two students must be completed under direct teacher supervision.
- Group work (round-table discussions, debates, and so on) is encouraged in practice. However, group work 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 or DVD.

Requirements for the visual interpretation task

- Visual interpretation tasks submitted for moderation should allow students to construct meaning from a visual text that is presented with spoken and/or written text.
- Materials used for a visual text can include PowerPoint® presentations, movie clips, video clips, music video clips, advertisements, television programmes, websites, posters, brochures.
- Students must demonstrate their ability to understand the meaning in visual texts and interpret that meaning to convey ideas or opinions in oral or written form.

- The visual text presented with spoken and/or written text must allow students to demonstrate the skills listed in the descriptors for criterion B and to achieve the highest level.
- The materials used for visual interpretation tasks must be "unseen"—that is, students should be unfamiliar with the texts used.
- Visual interpretation tasks, including viewing the text, must be done under direct teacher supervision.
- Questions and responses in the visual interpretation tasks **must** be in the target language. The response is used to assess the student's comprehension, not language production. The emphasis is on the student's ability to communicate his or her understanding, not on using the target language accurately.
- The use of dictionaries **is not allowed** for the visual interpretation task.

Requirements for the reading comprehension task

- The text for the reading comprehension task submitted for moderation should conform to the length requirements for the designated phase. This is to ensure that students are given the scope to reach the highest band of the criterion, and allows for consistency between moderation samples. (A reading comprehension task 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 phase; the text and questions must allow students to demonstrate the skills listed in the descriptors for criterion C. In addition to the number of words of the text, the complexity of language must be considered when judging the degree of difficulty of the text.
- So that moderators can understand the teacher's award of levels, teachers are expected to devise an answer key that states a particular kind of response; and/or a given final answer required from the student; and/or the content expected in the responses to questions; and/or a series of marking notes on how the criteria was applied. Teachers should include a minimum of **two** questions per achievement level.
- Texts used for a task must be "unseen"—that is, students must be unfamiliar with the text used. Students may have dealt with the topic in class, but will not have read or studied the text before completing the comprehension task.
- The reading comprehension task must be done under direct teacher supervision, including the reading of the text.
- **Phases 1–3:** All questions and answers in a reading comprehension task **may** be in the mother tongue, language of instruction or the target language.
- **Phases 4–6:** All questions and answers in a reading comprehension task **must** be in the target language.
- Teachers are encouraged to set questions and ask for answers to be given in the target language, wherever possible. The emphasis is on the student's ability to communicate his or her understanding, not on using the target language accurately.
- **Phases 4–6**: The text must be of a literary nature. For a specific definition of what is considered literary and non-literary for language B, please refer to the glossary in this guide.
- The use of dictionaries **is not allowed** for the reading comprehension task.
- Original work should be sent for moderation where possible. If the work is submitted electronically, schools need to ensure that the scanned document can be clearly read. Wherever possible, the writing is best done in black pen.
- Teachers must include the word count with the reading comprehension text.

Requirements for the writing task

- Writing tasks submitted for moderation should conform to the total word amount requirements for the appropriate phase. This is to make sure that students are given the scope to reach the highest band of the criterion, and allows for consistency between moderation samples.
- Group writing activities are encouraged in practice. However, they 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. Students must be given sufficient opportunity to practise and be assessed as individual writers.
- Writing tasks sent for moderation should reflect the student's own work entirely, with no formative input from others.
- The writing task must be unseen and conducted in class under teacher supervision
- The use of dictionaries **is not allowed** for the writing task.
- Writing tasks may be literary (short story) or non-literary (article, letter, editorial, speech, brochure, essay) in nature.
- Original work should be sent for moderation, where possible. If the work is submitted electronically, schools need to make sure that the scanned document can be clearly read.
- The teacher must make sure the student includes the word count for the writing piece.
- If the student's written work is completed on a computer, care must be taken to ensure that the student does not have access to online resources such as online dictionaries, translators, spelling and grammar checking devices.
- 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 the key components of a moderation sample.

Step 2: Submission of criterion levels totals

Step 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 for certification" in the section headed "Assessment in the MYP" in this guide, in order 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 (IB information system), and submit this to the IB.

Step 3: Award of MYP grades

Following moderation in each subject, the IB 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 the IB 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 details apply to schools not requesting IB-validated grades.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB 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. It 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, as well as the latest updated versions of the coversheets, are available in the MYP *Coordinator's handbook*. Examples of completed coversheet *Form F4.4* are available in the language B teacher support material.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section "Monitoring of assessment". Brief information follows here.

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

Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, it is recommended that the tasks listed in the section headed "Language B: Moderation" in this guide are considered as these tasks are designed to give an even spread over the language B assessment criteria (A, B, C and D).

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 of assessed student work. These are the required minimum tasks listed in the section headed "Language B: Moderation" in this guide.

- **Criterion A:** One recording of an interactive oral task conducted under supervision in class. This can be recorded on an audio cassette, compact disc (CD) or digital video disc (DVD)
- **Criterion B:** One visual interpretation task completed under supervision in class
- **Criterion C:** One reading comprehension task completed under supervision in class
- **Criterion D:** One writing task produced under supervision in class

Requirements

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

It is essential that teachers are allocated the number of teaching hours necessary to meet the requirements of the MYP language B course. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB 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 subjects that enables interdisciplinary study.

Teaching and learning in language B is organized in six phases. The phases represent a developmental continuum of **additional** language learning (language B). Students may commence their language B course in any phase on the continuum and exit from any phase on the continuum. Students with no prior knowledge of the language B they wish to study in the MYP should start in phase 1. Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

The phases are not organized into age groups and do not correspond to the MYP year. It is recommended that students be grouped in no more than two consecutive phases together.

The languages B chosen by the school may be a modern language or a classical language. If offering a classical language, sign language or revival/heritage language, please refer to the joint publications for these three language B courses.

Organizing language B in the school

Language B must be structured within the school so that the aims and objectives set by the IB for this subject group, as well as the requirement of studying two languages throughout the programme, can be met effectively. In order to do this, schools will need to provide for **sustained** language learning. This means that schools are required to ensure students have the opportunity to:

- study a Language B (or second Language A) sustained across the entire year in each year of the MYP
- learn the same language B in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language

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.

In order to establish a course structure and implement the language B subject area in the school, teachers must use their discretion when determining placement, progression and pathways for their students.

Placement

Placement is informed by knowledge of the student's language profile. Schools should create a language portrait template that students and their families can complete when they join the MYP. This will help language B teachers and all teachers to know and understand the language background, the language experience and the language needs of the student in order to ensure the teacher can be an effective

language teacher. A specifically designed placement test to determine the phase and/or the language courses the student will follow can also be helpful. The language portrait could be the first document collected and collated in a language portfolio. The MYP language B proficiency table is a useful tool to help place students in their language B groupings. Please refer to Table 2 in the section headed "Language B global proficiency table" in this guide.

Progression

Once teachers have placed the students, they will need to plan and articulate the course vertically to ensure units of work will enable students to:

- realize the aims of learning the target language
- reach the objectives for each phase
- achieve the proficiency levels required by the phase from which they exit the MYP.

The language B continuums will help teachers with this planning and mapping. Teachers must also consider the vertical mapping created by the school, as well as considerations from other areas of the curriculum.

Pathways

It is important for teachers to structure and plan the course while keeping in mind:

- the options for language learning in the Diploma Programme (DP) or other further education
- the school's minimum requirements for progression from school year to school year
- possible progression to MYP language A
- MYP certification requirements.

The objectives and assessment requirements for each phase must be clearly articulated for teachers, students and parents. Please refer to the section headed "Six phases of language learning" in this guide when considering the continuum of additional language learning from the PYP through the MYP to the DP.

In addition to the information above, the procedures and guidelines for placement, progression and pathways for students should be informed by the school's language policy.

Resources

Information and communication technology (ICT) should be used wherever 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.

All teachers have the responsibility to teach students to use electronic media critically so that students are aware of the limitations of the data.

The choice of resources within a school should also reflect the ability range within that school. The school library has an essential role to play in this process and should, for example, offer 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 IB publications that can be downloaded. Please see your MYP coordinator for a school code and password.

Language B course structure and implementation

All MYP subjects, including language B, provide a curricular framework with set aims and objectives and are driven by a concept-based approach. Schools are responsible for developing and structuring their language B courses so that they provide opportunities for students to meet the aims and objectives of the programme effectively, and to explore key and significant concepts. The circumstances specific to individual schools will determine which language(s) schools are able to offer, and the organization of the language(s) B within the school.

The MYP requires schools to facilitate and promote collaborative planning for the purpose of curriculum development, review and reflection.

The staff responsible for teaching and learning in MYP language B will need to determine the subject content for each year of the school's programme. Language B objectives have been developed for each phase of the curriculum and have been designed to provide continuity and progression. The objectives should guide teachers in making decisions about:

- the choice of content and learning experiences offered to students
- the types of assessment that are appropriate for the students' particular stages of development.

In developing the curriculum for the different phases of the language B subject area, teachers are encouraged to plan increasingly complex units of work that will cover the entire scope of the objectives themselves. However, within these, discrete tasks or smaller units of work might concentrate on specific objectives.

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

- the MYP unit planning process is followed
- linguistic understanding and skills are being developed
- conceptual understanding is being developed
- at least one area of interaction provides a context for learning
- learning targets set for students match the MYP objectives (see the sections headed "Aims" and "Language B objectives" in this guide)
- appropriate materials are selected from a wide range of sources
- differentiated teaching and learning methods are planned and used
- students are given clear information about how their work will be assessed, including which objectives are being developed
- student achievement of the objectives is measured against the published assessment criteria (see the section headed "Language B assessment criteria" in this guide).

The document *MYP: From principles into practice* (August 2008) provides detailed information on organizing the written, assessed and taught curriculum, including the use of the objectives, assessment criteria, and the planning of units of work.

Developing conceptual understanding through inquiry in language B

Why is the exploration of concepts essential?

> Teaching through concepts allows and encourages teachers to teach beyond the local context and national or cultural boundaries. [Concepts] encourage a broad, generic approach that can encompass many ways of thinking, as well as diverse experiences. Given that the exploration of complex global challenges is an essential element of international education, approaching those issues through key concepts will provide a breadth of knowledge and insight that will, in turn, lead to a deeper understanding of the related local issue.
>
> (Fabian: 2011: 27)

A concept is "a mental construct that is timeless, universal and abstract" (Erickson 2008: 30). These three features highlight the value of concepts in teaching and learning. Their timeless nature allows for connections to be made through time; their universality implies that they can be explored from varied cultural perspectives; and the higher level of abstraction beyond facts results in a wide variety of examples being used to illustrate their meaning, thus developing deeper understanding.

Concepts, along with theories, principles and assumptions, are characterized as "big ideas" by Wiggins and McTighe (2005: 70).These "big ideas" are defined as "providing a focusing conceptual 'lens' for any study; providing breadth of meaning by connecting and organizing many facts, skills, experiences …; pointing to the heart of expert understanding in the subject; and applying to many other inquiries and issues over time —'horizontally' (across subjects) and 'vertically' (through the years in later courses) in the curriculum and out of school". (Wiggins and McTighe 2005: 69)

In summary, the exploration, and re-exploration, of concepts leads students towards:

- a sense of the essence of each subject area
- an appreciation of ideas that transcend disciplinary boundaries
- an ability to think critically and transfer knowledge.

What are key concepts and significant concepts

Key concepts are powerful ideas that have relevance within the subject group but also transcend it. An inquiry into key concepts will develop a coherent, in-depth understanding in a particular discipline and facilitate interdisciplinary learning and connections with other subjects.

While the key concepts provide breadth to a subject group, the significant concepts provide focus and depth to a unit. They frame the most important ideas for teaching in the subject and lead students towards enduring understandings that they should retain in the future.

Key concepts can overlap different significant concepts. The significant concept reflects the key concept in greater specificity and emerges from the discipline.

Upon consideration of the subject-specific content and concepts to be taught in an MYP unit, it is likely that one big idea or significant concept will emerge. The significant concept identifies the essential or enduring

understandings that students should retain in the future and become the notions and principles applied to solve problems and issues relevant to students' lives.

The significant concept encapsulates the intrinsic value of the disciplinary understanding, giving an answer to the question of why the subject-related content of a unit is being taught. Applying a significant concept to the study of a topic shifts learning to a higher cognitive plane. The conceptual focus of a unit can be derived from the subject matter of a unit (referred to as a thematic concept) or can be drawn out of the subject's craft (the features and processes of the subject) (Erickson: 2008).

What are the key concepts in language B?

> Through learning language, we learn about culture. Through learning culture, we learn respect for others. Through learning respect for others, we can hope for peace.
>
> (Kramsch 1993: 2)

The key concepts of **culture** and **communication** are at the heart of language B. They frame the knowledge, skills and attitudes required of students. The fundamental objective of the course is to develop an understanding of:

- the purpose of language
- how we, as human beings, use language.

The course requires students to have an understanding of learning language that embraces:

- how we learn language
- why we learn language
- what we can learn through language.

How we communicate, what we communicate and why we communicate are all influenced and determined by the cultural context. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four language B objectives. Studying a language B provides students with the opportunity to:

- develop insights into the features, processes and craft of language and the concept of culture
- realize that there are diverse ways of living, behaving and viewing the world.

While students gain competence in the language, they develop a respect for, and understanding of, other languages and cultures. This, in turn, develops their intercultural competence.

Students must be provided with opportunities to explore different facets of both key concepts in each phase of the subject. As the scope of these concepts is so vast, they are best explored at a variety of different levels and organized as significant concepts in language B.

The significant concepts are the vehicle for students' inquiry into the essential, global and timeless ideas, and the means to explore the essence of a subject. In the early phases of language learning, the significant concepts may be more concrete ideas or language "rules" essential for students to understand and practise (for example, purpose, form, function, expression). As students move through phases 4, 5 and 6, they may explore these concepts in greater depth in the target language and in their engagement with complex texts.

Students should be able to develop an understanding of the key concepts and significant concepts at increasing levels of sophistication and abstraction.

Note: Concepts are not skills; skills are the tools to help students engage with, and explore, the concepts.

What is inquiry?

Inquiry is a central idea in IB pedagogy.

> Inquiry, interpreted in the broadest sense, is the process initiated by the student or the teacher that moves the student from their current level of understanding to a new and deeper level of understanding.
>
> (*Towards a continuum of international education* 2008: 15)

The attributes of the IB learner profile promote inquiry, as do perspectives from the IB on language and learning, as well as the development of intercultural awareness and international-mindedness in learning communities.

With inquiry there is a greater focus on the student starting from a position of knowledge—they already bring knowledge and understanding with them—and there is a reduced emphasis on the teacher being the keeper and transmitter of knowledge. There is an acknowledgment that a collaborative process of creating knowledge takes place in a learning community, as recognized in constructivist pedagogy.

Inquiry does not mean a laissez-faire approach. Critical components of inquiry are:

- having a clear purpose
- solving a particular problem
- explaining a phenomenon
- identifying an "answerable" question.

See the IB publication *MYP guide to interdisciplinary teaching and learning* (May 2010), page 14.

The personal project in the MYP is the ultimate example of inquiry in which students can engage. This is a project that is student-directed, as well as being of personal interest. It begins with a question or statement that the student seeks to answer.

> Inquiry and critical thinking are not just sets of skills to be taught; they are approaches to teaching that infuse the way a teacher thinks, plans and evaluates. If teaching is focused on facilitating inquiry and critical thinking, it presupposes that learning is about questioning and exploring ideas and knowledge rather than memorizing and reproducing information. Teaching to the fullest extent possible about concept-based ideas through inquiry and critical thinking leads to more substantial and enduring learning. The inquiry process entails synthesis, analysis and manipulation of knowledge to help learners construct meaning.
>
> (Fabian 2011: 29).

The areas of interaction and inquiry

The areas of interaction provide contexts through which teachers and students:

- consider teaching and learning
- approach the disciplines
- establish connections across disciplines.

The areas of interaction provide a framework for student inquiry. (See the IB publication *MYP: From principles into practice* (August 2008), page 21.) They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of global challenges. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

In conjunction with the significant concept, the area of interaction focuses the direction of the inquiry, although it does not preclude other questions being raised that relate to other areas of interaction. The area of interaction will direct the nature of questions that are raised and ultimately answered by students.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of both the subject and the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

Using critical literacy skills and critical thinking to reflect on and evaluate newly constructed learning, the student gains a broader or different perspective, a wider or deeper understanding and an expanded identity. This aspect is crucial for developing qualities such as international-mindedness.

The scaffolding and sequencing of conceptual understanding should be explicitly and systematically planned by teachers in order to ensure that the area of interaction and the significant concept connect. To provide meaningful learning experiences, teachers should ensure that the MYP unit question gives students scope for inquiry into the issues and themes within the content. The area of interaction will then provide a focus for teacher-directed and student-initiated inquiry. When planning a unit, the unit question is a starting point for inquiry. However, more questions will be generated during a unit and will become part of the inquiry process.

The learning experiences (communicative activities) provide students with the opportunities to practise and develop their language competencies and learning skills. This, in turn, enables students to inquire into concepts. It is the intention that the understanding derived from the concepts leads to students acquiring language. As language learning progresses, the knowledge and skills are built upon and can be applied to further and wider social, cultural and academic contexts. In this way, intercultural competence is developed through the concepts, the contexts and the content of the language B course.

> The document *MYP: From principles into practice* (August 2008), in the section headed "The areas of interaction", provides further information relating to the dimensions of each area of interaction, the inquiry cycle, planning units of work, and focusing relevant content through the areas of interaction.

Special educational needs in the MYP

The MYP serves a critical stage in students' learning and development, which is closely related to personal and emotional well-being and can have a huge impact on motivation and academic learning. At a time when many students are struggling with identity and self-esteem issues, the MYP is crucial in supporting students during a vulnerable stage in their education. Teachers will find that students come from a variety of backgrounds and have a range of academic, physical and other needs. 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 issues (such as dyslexia, dysgraphia and dyscalculia)
- language and communication disorders (such as aphasia, dysphasia and articulation issues, problems with information processing)
- social, emotional and behavioural issues (such as ADD, Asperger's syndrome)
- physical issues affecting mobility
- sensory issues (such as visual or hearing issues)
- medical conditions (such as asthma, cancer, epilepsy, irritable bowel syndrome (IBS) and diabetes)
- mental health conditions (such as depression, eating disorders, obsessive–compulsive disorders and anxiety)
- gifted and talented students (twice-exceptional (2E) high functioning with specific learning issues).

It is important that procedures and processes are put in place in good time to support students as they pass through the MYP. This may involve:

- differentiating the curriculum
- using particular strategies and scaffolding to access the content in some subject areas
- the use of assistive technology.

Flexibility within the programme, particularly in the first two years, allows students to explore their particular learning style and skills, thus maximizing their potential. The caring and safe environment of an IB World School encourages them to explore issues related to themselves and the wider community within which they live. It allows them to make significant connections within learning communities, which enhances all aspects of their growth, encompassing their social, emotional and academic development. In this way, the MYP can establish a sound foundation in preparation for further learning and beyond.

As schools attempt to implement the MYP in an inclusive way, teachers will be designing learning experiences that will allow all students, including those who have special educational needs, to meet some or all of the objectives in each subject group. By differentiating their teaching practices, all students will be offered opportunities to reach these goals. Differentiated teaching aims to maximize students' potential and allows them to demonstrate their learning in different ways. Inclusion and differentiation are more likely to be successful where there is a culture of collaboration that encourages and supports inquiry and problem-solving. Inclusion is an unending process of increasing learning through participatory activities for all students. It is an ideal to which schools can aspire but which is never fully reached. Inclusion happens, however, as soon as the process of increasing participation is started (Booth and Ainscow 2007). Thus, it is differentiation in practice.

As IB World Schools differ from each other in ways such as size, facilities and resources, so the provisions for students with special educational needs may differ from one school to another. However, any particular provisions made for students must be documented by the school, as these will form an important part of the curriculum planning and will be considered during the programme evaluation process.

The IB is committed to ensuring that mainstream students with a special assessment need, disability or difficulty have equality of access to the curriculum and have effective support to enable them to achieve their desired outcomes. Technology plays a major role in learning for all students, but even more so for those who face challenges regarding access and equal opportunities. Much of the assistive hardware and software currently available will enable students with far more complex learning needs to access wide-ranging educational programmes. This is evident already in the increased number of complex cases the IB now advises on, in conjunction with school support and commitment.

Arrangements such as extra time to complete tasks, using the computer with a spell checker, or using software to read and record points of view are all valuable strategies that may lead to special arrangements being granted during assessment. Within the MYP, the only time there needs to be a formal application for exemption from all or part of an assessment component is with regard to physical issues that may prevent a student from completing some aspect of a subject or fulfilling all the requirements of the course.

Further advice and information is available in the MYP *Coordinator's handbook* or by contacting IB Answers (ibid@ibo.org).

The role of language across the curriculum

The need to communicate is instinctive, and the development of language is fundamental to that need. Language supports and enhances our thinking and understanding, and is integral to exploring and sustaining personal development and identity. Our individual ways of talking, thinking and expressing ourselves are further developed through the process of socialization. By communicating society's expectations, language is a strong enculturating force that shapes particular interactions. In this way, we develop a cultural identity.

Language shapes our thinking; specific patterns of dialogue and discourse help develop certain kinds of learning and cognitive processes. Language thus plays a vital role in the construction of meaning and provides an intellectual framework to support conceptual development. Language skills are imperative for the development of critical literacy and multiliteracy skills, and are thus linked to empowerment through success in school and subsequently society. The role of language is valued in developing critical thinking, which is essential for the cultivation of intercultural awareness and international-mindedness.

All MYP teachers are language teachers

A threshold level of proficiency in cognitive academic language is essential for students to be able to participate and engage successfully in the MYP. Jim Cummins proposes (Cummins 2007) that the four dimensions of teaching that are particularly important in ensuring learner participation and promoting engagement are:

- to activate prior understanding and build background knowledge
- to scaffold meaning
- to extend language, and
- to affirm identity.

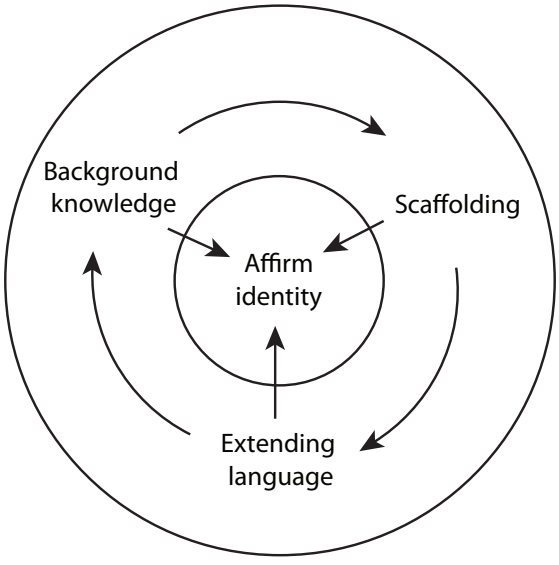

Figure 3: *Cycle of good practice*

The MYP stresses the fundamental importance of communication—verbal and non-verbal—in ensuring this participation and engagement, and in realizing the aims of the programme. A good command of expression in all its forms is fundamental to learning. In some MYP subject groups, communication is both an objective and an assessment criterion, and it is one of the fundamental concepts, as it supports understanding and allows student reflection and expression.

The IB learner profile describes a "communicator" as someone who can understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Students should be able to use language with clarity, precision and effect to communicate their ideas and understanding. Furthermore, language is integral to exploring and sustaining:

- personal development
- cultural identity, and
- intercultural understanding.

As well as being the major medium of social and academic communication, language is tightly linked to cognitive growth as it is the way in which knowledge and understanding is negotiated and constructed. Articulating thoughts using speech in a variety of ways is part of the process of internalizing meaning. All MYP teachers are therefore seen as language teachers.

Approaches to learning and communication skills

Teaching students how to learn effectively should be the ultimate goal of all IB World Schools. All teachers in a school have a responsibility to ensure that students acquire the skills and the confidence to take ownership of their own learning. Learning how to learn—to question and evaluate information critically, and to seek out and explore the links between subjects—is as important as the content of the subject disciplines themselves. Teachers must:

- be aware that students may not have the necessary skills and knowledge to be successful learners
- explicitly teach a range of learning skills and strategies including communication skills.

This needs to be done in an agreed way that takes into account the context of the school and the specific needs of the students. It is important that teachers make explicit to students that the generic tools for learning are applicable to all areas of study, in addition to those that are subject-specific skills.

Communication skills may include the following (see the IB publication *Making the PYP happen: A curriculum framework for international primary education* (December 2009), page 22).

- Interpersonal skills—group dynamics; listening attentively; non-verbal cues; empathy; conflict resolution; leading others
- Formal writing skills—research; writing essays and reports
- Presentation skills—appropriate use of ICT; speaking to an audience
- Literacy skills—reading strategies; using and interpreting a range of content-specific terminology; being informed and informing others (including the use of a variety of media)
- Listening skills—following directions; listening to others; comprehending information
- Speaking clearly—giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions
- Reading a variety of sources—for information and pleasure; comprehending what has been read; making inferences and drawing conclusions

- Writing skills—summaries and reports; recording information and observations; taking notes and paraphrasing; keeping a journal or record
- Viewing skills—interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences
- Presenting skills—constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation
- Non-verbal communication—recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols

All MYP teachers are responsible for ensuring their students have the opportunity to improve their communication skills through their subject-specific courses. They should ensure that students:

- can use the necessary communication tools, and
- have multiple ways and opportunities to communicate their understanding.

The role of the librarian in the MYP

Librarians in IB World Schools offering the MYP play a vital role in collaborative curriculum development and implementation. It is important for librarians to familiarize themselves with all key MYP curriculum documents, including the following.

- *MYP: From principles into practice* (August 2008)
- MYP subject-group and personal project guides
- *MYP guide to interdisciplinary teaching and learning* (May 2010)

Librarians have an overall view of the curriculum and, in particular, of students' information literacy needs and lifelong learning skills development. It is important to involve librarians in:

- unit planning
- resourcing units
- planning for, and mapping, ATL (approaches to learning) skills
- promoting academic honesty (including such skills as referencing).

Unit planning and resourcing

Librarians can play several roles and become involved in the whole process of unit planning. As resource experts, librarians can help teachers to plan for the resources students will use in their learning experiences. Librarians' knowledge of resources and of students' skills development is also helpful in assisting teachers with the planning for assessment tasks. The fact that interdisciplinary teaching demands space, support and a collaborative climate makes working together with other teachers and the librarian especially beneficial.

ATL skills development

Librarians' expertise in ATL (approaches to learning) skills makes them a vital asset in planning for the integration of these skills into the curriculum. Librarians can work with teachers to ensure vertical and horizontal planning for the use of ATL skills in all subjects. The planning of ATL skill areas can then be used to integrate them into unit plans. Librarians are also valuable in helping teachers to develop inquiry skills across the curriculum. Inquiry goes beyond research skills and delves deeper into critical thinking, creativity and collaborative skills. A librarian should have a strong understanding of inquiry; this can strengthen unit planning, as well as horizontal and vertical planning.

The librarian's role in teaching

The librarian's role can be seen as one that goes beyond the library or media centre. Librarians can be a valuable resource in planning, but also in team or shared teaching. As a result of collaborative planning, librarians can be involved in co-teaching lessons where students are learning information literacy skills in the context of their units. An emphasis on how students use information (for example, through critical thinking, synthesis and forming opinions) is vital and is central to inquiry. Collaborative teaching with the librarian need not be restricted to the library but can take place in any learning spaces within the school.

Resourcing the curriculum

The librarian plays a vital role in working with teachers to ensure that the curriculum is supported with a variety of current, relevant resources that meet subject aims and objectives. Librarians should also ensure that the school is supplied with resources that reflect the variety of student learning styles and interests, as well as the language profiles of the student body. After being involved in the initial planning stages, and following discussions with teachers about students' needs, librarians can help to select resources that support student learning and allow students to move quickly through the locating phase into working with information and gaining deeper understanding. This can be achieved by preparing resource lists that include print materials, websites, videos and other relevant resources to be placed on class wiki or blog pages.

Information and communication technology

Information and communication technology (ICT) involves the use of computers, online applications and communications facilities in teaching and learning activities. The use of ICT extends to all teaching and learning in every subject across the curriculum. The effective use of ICT is an ATL skill. Schools must ensure that a whole-school approach is in place to allow students to develop information technology literacy and become competent users of computers.

Depending upon the school's resources, ICT should be used wherever appropriate as:

- a means of expanding students' knowledge of the world in which they live
- a channel for developing conceptual understandings and skills
- a powerful communication tool.

ICT provides a wide range of resources and applications for teachers to explore in order to enhance teaching and learning. When planning a unit of work, teachers can consider setting one or more of the following expectations for their students, as illustrated in Table 6.

ATL skill area	Student learning expectations could include:	Key questions for use with MYP units of work
Communication	• literacy—including reading strategies, using and interpreting a range of content-specific terminology • being informed—including the use of a variety of media • informing others—including presentation skills using a variety of media.	What communication tools do I use? Which ways of communicating do I need to improve? How can I better communicate my understanding?
Information literacy	• accessing information—including researching from a variety of sources using a range of technologies, identifying primary and secondary sources • selecting and organizing information—including identifying points of view, bias and weaknesses, using primary and secondary sources, making connections between a variety of resources • referencing—including the use of citing, footnotes and referencing of sources, respecting the concept of intellectual property rights.	How can I access information? How do I know if the information is reliable? What will I do with this information?

Table 6: *Possible ICT expectations for students*

Teachers may wish to include the use of one or more of the following ICT applications in their language B course.

- Assistive/adaptive technology
- CD-ROMs for research
- Computer algebra systems
- Databases and spreadsheets
- Dynamic geometry software
- Games as learning tools/facilitators
- Graphic display calculators (GDCs)
- Graphic organizers
- Graph plotter software
- Internet search engines to source materials
- Language learning software/CDs
- Podcasts/MP3s/audio files
- Presentations (PowerPoint®, Prezi®)
- Programming languages
- Simulations and virtual re-enactments
- Subject content-specific software
- Use of computer-aided design
- Video and video editing
- Videoconferencing
- Word processing or desktop publishing

In most cases, technology teachers are given responsibility for providing students with the teaching and learning experiences to help them develop ICT literacy. The teaching of ICT skills should not be confused with, or take the place of, a computer technology course. ICT is one of the tools that can be used for developing computer technology solutions using the design cycle.

Academic honesty

Developing an academic honesty policy is a requirement for IB World Schools offering the MYP. During the programme, students will develop their understanding of the requirements for, and practices of, academic honesty, which is an aspect of the MYP language B objectives, as well as being included in ATL (approaches to learning).

The essential aspect of academic honesty is that the student acknowledges the contributions of others in the completion of work and does not misrepresent work as his or her own when it is not. Students will gather information and ideas from various sources and will select what is most relevant and reliable for the completion of projects. When producing reports or essays, students must acknowledge these sources. If teachers and students use third-party material as stimuli and/or as part of any of their tasks, this material must be fully referenced. This will include:

- the title of the source
- the author
- the publication date
- the publisher, and
- the ISBN (for books only).

Examples of third-party material include newspaper and magazine articles, cartoons, audio and video recordings, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites.

Referencing conventions

There are various internationally recognized referencing conventions. Many of these are based on the Harvard author–date system, for example, the American Psychological Association (APA) or Modern Language Association (MLA) referencing conventions. Others use an author–number system, such as the Vancouver referencing convention. It is left to schools to choose the convention that suits their context.

Many schools produce referencing guides for their students, specifying expectations and giving examples of how to paraphrase, quote and reference work by producing a list of references or a bibliography.

References must be given whenever someone else's work is quoted or summarized. References are appropriate for many different sources, including books, e-books, magazines, journals, newspapers, emails, internet sites and interviews.

A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data presented.

What is a bibliography?

A bibliography is an alphabetical list of every source used to research the task.

What is a list of references?

A list of references is an alphabetical list of only those sources that are cited in the task report or essay.

What is a citation?

A citation is an indication of where information has been obtained and has a full reference at the end of a report or essay. The way sources are cited varies with the particular referencing convention that has been chosen. For example, with the author–date system, page numbers should be given as well as the author and date when quoting printed material. If the material is paraphrased, only the author and date will be given.

What are appendices?

Appendices are additional materials that students include at the end of a report or essay in order to support the main text. The appendices could include secondary information that may be of interest.

For example, if the student has produced a questionnaire, which has been described and analysed in the report, he or she could include one or two completed questionnaires as examples in an appendix. It would not be necessary to include all completed questionnaires.

Objectives overview

Objective	Phase 1	Phase 2	Phase 3	
A	Understand and respond to simple, short spoken texts	Understand and respond to simple spoken texts	Understand and respond to a limited range of spoken texts	
	Communicate information in a limited range of everyday situations	Communicate information containing relevant ideas and some detail in a limited range of familiar situations	Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations	
	Request and provide information in a limited range of everyday situations	Request and provide information in a limited range of familiar situations	Request and provide information in familiar and some unfamiliar situations	
	Use language appropriate to a very limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences	
	Use some aspects of register in formal and informal oral communication	Use some aspects of register in formal and informal oral communication	Use appropriate register in formal and informal oral communication	
	Use basic vocabulary accurately	Use basic language accurately	Use language accurately	
	Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ correct tone	Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/ correct tone	Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone	
B	Identify basic messages presented in simple visual texts	Understand messages presented in visual texts	Understand information presented in visual texts	
	Identify main ideas and supporting details in simple visual texts presented with spoken and/ or written text	Understand main ideas and supporting details in visual texts presented with spoken and/or written text	Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	
	Identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text	Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	
	Recognize basic visual conventions used in texts	Recognize visual conventions used in texts	Understand visual conventions used in texts	
	Understand and respond to simple visual texts	Understand and respond to simple visual texts	Understand and respond to a limited range of visual texts	

	Phase 4	Phase 5	Phase 6
	Understand, interpret and respond to a range of spoken texts	Understand, analyse and respond to a range of spoken texts	Understand, analyse, evaluate and respond to a wide range of spoken texts
	Communicate information, ideas and opinions in familiar and unfamiliar situations	Communicate information, ideas and opinions in social situations and some academic situations	Communicate information, ideas and opinions in social and academic situations
	Request and provide information in a range of spoken contexts	Request and provide information in a range of spoken contexts	Request and provide information in a wide range of spoken contexts
	Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
	Use appropriate register in formal and informal oral communication	Use appropriate register in formal and informal oral communication	Use appropriate register in formal and informal oral communication
	Use language accurately	Use language accurately and effectively	Understand and use appropriate oratory technique
	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone	Engage actively in oral production using comprehensible pronunciation and intonation/correct tone
	Construct meaning from information presented in visual texts	Analyse information presented in visual texts	Evaluate information presented in visual texts
	Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	Analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text	Evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
	Interpret specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Analyse specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text	Evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text
	Interpret visual conventions used in texts	Analyse visual conventions used in texts	Evaluate visual conventions used in texts
	Understand, interpret and respond to a range of visual texts	Understand, analyse and respond to a range of visual texts	Understand, analyse, evaluate and respond to a wide range of visual texts

Objective	Phase 1	Phase 2	Phase 3	
C	Identify basic facts in simple written texts	Understand basic facts in written texts	Understand specific information, ideas, opinions and attitudes presented in written texts	
	Identify main ideas and supporting details in written texts	Understand main ideas and supporting details and draw some conclusions from written texts	Understand main ideas and supporting details, and draw conclusions from written texts	
	Recognize basic aspects of format and style	Recognize basic aspects of format and style	Understand aspects of format and style in texts	
	Understand and respond to simple written texts	Understand and respond to simple written texts	Understand and respond to a limited range of written texts	
D	Communicate information in a limited range of everyday situations	Communicate information containing relevant ideas and some details in a limited range of familiar situations	Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations	
	Request and provide information in a limited range of everyday situations	Request and provide information in a limited range of familiar situations	Request and provide information in familiar and some unfamiliar situations	
	Use language appropriate to a very limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts	Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences	
	Understand and use basic language conventions accurately	Understand and use basic language conventions accurately	Understand and use language conventions accurately	
	Use some aspects of register in formal and informal written communication	Use some aspects of register in formal and informal written communication	Use appropriate register in formal and informal written communication	

	Phase 4	Phase 5	Phase 6
	Interpret specific information, ideas, opinions and attitudes presented in written texts	Analyse specific information, ideas, opinions and attitudes presented in written texts	Evaluate specific information, ideas, opinions and attitudes presented in written texts
	Interpret main ideas and supporting details, and draw conclusions from written texts	Analyse main ideas and supporting details, and draw conclusions from written texts	Evaluate main ideas and supporting details, and draw conclusions from written texts
	Interpret aspects of format and style in written texts	Analyse aspects of format and style in written texts	Evaluate aspects of format and style in written texts
	Understand, interpret and respond to a range of written texts	Understand, analyse and respond to a range of written texts	Understand, analyse, evaluate and respond to a wide range of written texts
	Communicate information, ideas and opinions in familiar and unfamiliar situations	Communicate information, ideas and opinions in social situations and some academic situations	Communicate information, ideas and opinions in social and academic situations
	Request and provide information in a range of written contexts	Request and provide information in a range of written contexts	Request and provide information in a wide range of written contexts
	Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences	Use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences
	Understand and use language conventions accurately	Understand and use language conventions accurately and effectively in writing	Understand and use language conventions accurately, effectively and creatively in writing
	Use appropriate register in formal and informal written communication	Use appropriate register in formal and informal written communication	Use appropriate register in formal and informal written communication

Language B glossary

Apply	Use information or skills in new situations.
Aspects of style	Refers to the use of literary devices such as register, tone, alliteration, onomatopoeia, exaggeration, genre, metaphor, simile, etc.
Audience	Intended listener, reader or viewer of text.
Classify	Group items on the basis of their common attributes.
Cohesive devices	Refers to the grammatical and/or lexical items that give coherence to the text as a whole, as well as punctuation and paragraphing.
Compare	Note similarities and differences between or among items.
Context	Refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded (Council of Europe 2001).
Continuum	A tool to identify and map a student's language development. A diagnostic tool to assist teachers in planning language learning experiences for students, and for monitoring and assessing their language development. Recognizing that learners enter the programme at different ages and with varying levels and domains of language experience, a sequence of development phases enables the teacher to identify current levels and plan learning experiences leading on to subsequent phases.
Criterion descriptor	A statement to explain and describe the criterion concretely at each band level of achievement.
Critical thinking	Use specific cognitive skills, such as analysing and interpreting, to consider ideas, arguments and points of view, and to reach a conclusion.
Descriptor	A statement to explain and describe the criterion concretely at each band level of achievement.
Digital text	Text read or viewed by electronic means.
Key concept	A broad, organizing and powerful idea that has relevance within the subject group but also transcends it, having relevance in other subject groups. A key concept facilitates disciplinary learning and interdisciplinary learning, and makes connections with other subjects.
Infer	Go beyond information in a text to identify what may be thought, expressed or considered correct.
Intercultural competence	An ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the student's own.
Language conventions	Refers to spelling, grammar and punctuation, sentence structure, paragraphing and format.

Language of instruction	The language used at school as the medium of instruction in the majority of subjects studied.
Literary and non-literary texts	In MYP language B, literary texts can include, but are not limited to, biographies, autobiographies, diaries and journals, poetry, song lyrics, fairy tales, fables and myths, prose (short stories and novels, including abridged and modified versions), cartoons, plays, graphic novels, screenplays. They can also include fiction and non-fiction genres such as letters, speeches, oral traditions, essays, drama, travelogues. Non-literary texts can include but are not limited to newspaper and magazine articles, advertisements, blogs, emails, websites, brochures, leaflets, editorials, interviews, reports, instructions, guidelines and other texts of an informational nature.
Mother tongue	The term "mother tongue" is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a "native" speaker. For the purpose of the MYP, "mother tongue" includes both these definitions, and describes the language that the student uses at home and/or outside the classroom environment. Those students whose mother tongue is not the language of instruction can study their mother tongue as their second language option. This course of study supports students to develop their mother tongue, sustain cognitive and academic development and maintain their cultural identity.
Multilingualism	A term used to describe complex, rich, dynamic language portraits that include a range of abilities/proficiencies in more than one language.
Multiliteracies	Refers to engaging with text in multimodal ways to construct meaning.
Multimodal text	A text in which meaning is constructed and presented/represented in multiple ways, for example, written and/or visual text (such as in a cartoon, website, TV programme, graphic novel, advertisement poster, music video, magazine).
Objective	A specific target set for learning. It may be knowledge, an understanding, a skill or an attitude the student develops through his or her learning.
Oracy	The ability to speak, and to understand spoken language.
Oratory technique	Refers to a combination of pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture and eye contact, as applicable to the language being studied.
Phase	A stage of language learning development as indicated by a standard or proficiency reached. Phases 1 to 6 on the language learning continuum do not directly correspond to the years of study in the MYP, or to the age of students in the programme.
Print-based text	Refers to text read or viewed by paper means.
Proficient	Able to use a discrete skill successfully, in context, according to established criteria.
Register	Refers to the use of tone, pace, volume, pitch, inflection, fluency/fluidity, vocabulary, grammar and sentence structure, which gives the correct degree of formality appropriate for the specific context and audience. In some languages there will be more levels of register than just "formal" and "informal".

Significant concept Refers to the big idea of the unit, which brings focus and depth and leads students towards enduring understandings.

Strand An aspect of knowledge or a discrete skill that is the target of a student's learning.

Style Refers to vocabulary, grammar, register and/or syntactical elements that a student uses. It can also refer to the manner in which the author of the text has used language to suit his or her purpose or intention. This includes the author's use of vocabulary, grammar and literary devices.

Target language The language being studied.

Text A visual, oral or written construct. For the purposes of MYP language B, a text may be written, viewed or spoken, and may or may not include graphic or pictorial information. Text types can be informational or literary, for example, speeches, letters, cartoons, advertisements, news reports, magazine and newspaper articles, short and long prose, etc.

Viewed Able to be seen, shown or looked at for display, scrutiny or critical consideration.

Visual context The purpose(s) for and situation(s) in which the text has been created or is read. For example, the social and cultural features and factors of the text. Where and why is it viewed and interpreted? What factors influence the understanding and interpretation of the visual text in combination with the spoken and/or written text? Does the visual text communicate a message, add meaning or explanation, or offer a perspective on a topic?

Visual literacy For the purposes of MYP language B, visual literacy is not limited to modern mass media and new technologies. It can refer as much to reading signs and symbols as graphic novels. Visual literacy is the ability to evaluate, apply or create conceptual visual representations, and to understand the knowledge that is communicated by the visual.

Visual convention Refers to structures, features, layout and design elements of visual text. It can include the use of colour, texture, line, shape and form, symbolism, sound effects and music, body language, special effects, costume, camera angles and movement.

Visual text Any text that includes an image or a series of static or moving images, for example, a sign, symbol, poster, brochure, CD or book cover, newspaper article with pictures, website, film, TV programme, PowerPoint® presentation. In MYP language B, visual text is viewed together with oral and/or written text to interpret, analyse and evaluate information, ideas, opinions, emotions and attitudes presented.

Weighting A measure of the relative importance of each assessment criterion. This is the final weighting for MYP language B.

- Oral communication 25% (¼)
- Visual interpretation 25% (¼)
- Reading comprehension 25% (¼)
- Writing 25% (¼)

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