

Assessed curriculum

Alignment of objectives and criteria

In the MYP, assessment is closely aligned with the written and taught curriculum. Each strand from MYP language acquisition has a corresponding strand in the assessment criteria for this subject group. Figure 3 illustrates this alignment and the increasingly complex demands for student performance at higher achievement levels.

Criterion D: Writing

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

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a partially-recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Assessment criteria overview

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

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

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

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

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

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

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

Language acquisition assessment criteria

Emergent level

Criterion A: Listening

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
3–4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
5–6	The student:

	<p>i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</p> <p>ii. interprets conventions in simple authentic texts</p> <p>iii. interprets connections between simple authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyses conventions in simple authentic texts</p> <p>iii. analyses connections between simple authentic texts.</p>

Criterion B: Reading

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies minimal stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
3–4	The student: i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections between simple authentic texts.
5–6	The student:

	<p>i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</p> <p>ii. interprets conventions in simple authentic texts.</p> <p>iii. interprets connections between simple authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyses conventions in simple authentic texts</p> <p>iii. analyses connections between simple authentic texts.</p>

Criterion C: Speaking

Maximum: 8

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

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in comprehensible manner

iv.communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.
3–4	The student: <ul style="list-style-type: none"> i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension

	iv.during interaction, communicates some relevant information.
5–6	<p>The student:</p> <p>i.uses a range of vocabulary</p> <p>ii.uses a range of grammatical structures with a few errors which do not hinder communication</p> <p>iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension</p> <p>iv.during interaction, communicates most of the relevant information.</p>
7–8	<p>The student:</p> <p>i.uses a wide range of vocabulary</p> <p>ii.uses a wide range of grammatical structures generally accurately</p> <p>iii.uses clear pronunciation and intonation which makes the communication easy to comprehend</p> <p>iv.during interaction, communicates all or almost all the required information clearly and effectively.</p>

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

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

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.presents some information in a partially-recognizable format using some basic cohesive devices iv.communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	The student: <ul style="list-style-type: none"> i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication

	<p>iii.organizes information in a recognizable format using a range of basic cohesive devices</p> <p>iv.communicates some relevant information with some sense of audience and purpose to suit the context.</p>
5–6	<p>The student:</p> <p>i.uses a range of vocabulary</p> <p>ii.uses a range of grammatical structures with a few errors which do not hinder communication</p> <p>iii.organizes information in an appropriate format using simple and some complex cohesive devices</p> <p>iv.communicates most relevant information with a sense of audience and purpose to suit the context.</p>
7–8	<p>The student:</p> <p>i.uses a wide range of vocabulary</p> <p>ii.uses a wide range of grammatical structures generally accurately</p> <p>iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</p> <p>iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.</p>

Capable level

Criterion A: Listening

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

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

	<p>i. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts</p> <p>ii. interprets conventions in simple and some complex authentic texts</p> <p>iii. interprets connections between simple and some complex authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts</p> <p>ii. analyses conventions in simple and some complex authentic texts</p> <p>iii. analyses connections between simple and some complex authentic texts.</p>

Criterion B: Reading

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

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

	<p>i. identifies most stated information (facts and/or opinions, and supporting details) in simple and some complex authentic texts</p> <p>ii. interprets conventions in simple and some complex authentic texts</p> <p>iii. interprets connections between simple and some complex authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts</p> <p>ii. analyses conventions in simple and some complex authentic texts</p> <p>iii. analyses connections between simple and some complex authentic texts.</p>

Criterion C: Speaking

Maximum: 8

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

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.
3–4	The student: <ul style="list-style-type: none"> i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension

	iv.during interaction, communicates some relevant information.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most relevant information.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.
<p><i>Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.</i></p>	

Criterion D: Writing

Maximum: 8

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

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

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. organizes some information in a recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3–4	The student: <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication

	<p>iii.organizes information in a recognizable format using a range of basic cohesive devices</p> <p>iv.communicates some relevant information with some sense of audience and purpose to suit the context.</p>
5–6	<p>The student:</p> <p>i.uses a range of vocabulary</p> <p>ii.uses a range of grammatical structures with a few errors which do not hinder communication</p> <p>iii.organizes information in an appropriate format using simple and some complex cohesive devices</p> <p>iv.communicates most relevant information with a sense of audience and purpose to suit the context.</p>
7–8	<p>The student:</p> <p>i.uses a wide range of vocabulary</p> <p>ii.uses a wide range of grammatical structures generally accurately</p> <p>iii.organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p> <p>iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.</p>

Proficient level

Criterion A: Listening

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

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

	<p>ii. interprets conventions in complex authentic texts</p> <p>iii. interprets connections between complex authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts</p> <p>ii. analyses conventions in complex authentic texts</p> <p>iii. analyses connections between complex authentic texts.</p>

Criterion B: Reading

Maximum: 8

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

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

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

ii. analyse conventions

iii. analyse connections.

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

	<p>ii.interprets conventions in complex authentic texts</p> <p>iii.interprets connections between complex authentic texts.</p>
7–8	<p>The student:</p> <p>i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts</p> <p>ii.analyses conventions in complex authentic texts</p> <p>iii.analyses connections between complex authentic texts.</p>

Criterion C: Speaking

Maximum: 8

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

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.
3–4	The student: <ul style="list-style-type: none"> i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension

	iv.during interaction, communicates some relevant information.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most relevant information.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

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

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

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <p>i. uses a limited range of vocabulary</p> <p>ii. uses a limited range of grammatical structures with many errors which often hinder communication</p> <p>iii. organizes some information in a recognizable format using some basic cohesive devices</p> <p>iv. communicates limited relevant information with some sense of audience and purpose to suit the context.</p>
3–4	<p>The student:</p> <p>i. uses a basic range of vocabulary</p> <p>ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication</p>

	<p>iii.organizes information in a recognizable format using a range of basic cohesive devices</p> <p>iv.communicates some relevant information with some sense of audience and purpose to suit the context.</p>
5–6	<p>The student:</p> <p>i.uses a range of vocabulary</p> <p>ii.uses a range of grammatical structures with a few errors which do not hinder communication</p> <p>iii.organizes information in an appropriate format using simple and complex cohesive devices</p> <p>iv.communicates most relevant information with a sense of audience and purpose to suit the context.</p>
7–8	<p>The student:</p> <p>i.uses a wide range of vocabulary</p> <p>ii.uses a wide range of grammatical structures generally accurately</p> <p>iii.organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</p> <p>iv.communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.</p>

MYP eAssessment

Students seeking **IB MYP course results** for MYP language acquisition complete an on-screen examination in addition to an internally-assessed, externally-moderated speaking examination to demonstrate their achievement of subject-group objectives. Successful results can contribute to students' attainment of the **IB MYP certificate**.

Optional eAssessment in language acquisition is offered in a limited range of languages. Please see the Middle Years Programme *Assessment procedures* for a list of languages available. This verification of learning assures accurate and consistently applied standards.

The assessments are offered at three levels, emergent, capable and proficient.

Language acquisition topic list

For the purpose of external assessment, the MYP identifies a range of subject-specific topics that constitute one of the variables that authors consider when they create on-screen examinations. These topics are at a lower level of specification than the formal syllabus of a similar subject in the IB Diploma Programme and they leave considerable leeway for schools to develop their own written curriculum according to MYP requirements.

These topics define the examinable subject matter for MYP on-screen examinations. In their local development of the MYP curriculum, schools are not limited to these topics. **This list does not constitute an exclusive IB-approved curriculum for MYP years 4–5.**

Identity and culture

- Self, family, friends
- Free time and leisure
- Food and drink and health
- Festivals and celebrations

Education and the world of work

- School life
- Future plans
- Jobs

The world we live in

- The weather
- The environment
- Global issues

Local area, travel and tourism

- House and home
- Local area
- Holidays
- Culture and communities

Technology and the media

- Mobile technology
- Social media

Language acquisition examination blueprint

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

As part of an ethical assessment model, these assessment blueprints ensure consistency and transparency, and they guarantee a balanced approach in measuring students' achievement with respect to MYP objectives. MYP on-screen examination blueprints document the close connection

of large-scale assessment with subject-group objectives, classroom learning engagements and the programme's rigorous internal assessment requirements.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

Overview

The following table illustrates how a language acquisition assessment will be structured.

On-screen examination Tasks and recommended timings	Criteria			Task totals
	A	B	D	
Task 1 (approx. 35mins)	24			24
Task 2 (approx. 35mins)		24		24
Task 3 (approx. 35mins)			24	24
Total (1 hour 45 mins)	24	24	24	72 marks

Individual speaking assessment	Criteria	Task total
Tasks and recommended timings	C	
Speaking examination	24	24 marks
Total (15–17mins, including prep time)	24	24 marks

On-screen examination

The on-screen examination contains three tasks as described below.

Task 1

This task assesses students' comprehension of an audio-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion A: Listening. All responses for all levels must be in the target language. A markscheme specific to the examination will be used to assess task 1.

Task 2

This task assesses students' comprehension of a written-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion B: Reading. All responses for all levels must be in the target language. A markscheme specific to the examination will be used to assess task 2.

Task 3

This task assesses students' ability to produce written text to communicate messages and/or information in the target language. It is made up of two written prompts linked to the prescribed global context for the session. The students choose one task to complete. The task is assessed using the external marking criteria below.

External marking criteria—written tasks

Vocabulary

To what extent does the candidate use a wide range of vocabulary?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
3-4	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
5-6	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task.
7-8	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

Grammar

To what extent does the candidate use grammatical structures accurately?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of grammatical structures with many errors which often hinder communication.
3-4	The candidate uses a basic range of grammatical structures with some errors which often hinder communication.
5-6	The candidate uses a range of grammatical structures with a few errors which do not hinder communication.
7-8	The candidate uses a wide range of grammatical structures generally accurately.

Organization

To what extent does the candidate organize information effectively and coherently?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate organizes some information in a recognizable format using some basic cohesive devices.
2	The candidate organizes information in a recognizable format using a range of basic cohesive devices.
3	The candidate organizes information in an appropriate format using simple and some complex cohesive devices.
4	The candidate organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.

Communication

To what extent does the candidate communicate information with a sense of audience and purpose?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate communicates limited relevant information with little sense of audience and purpose to suit the context.
2	The candidate communicates some relevant information with some sense of audience and purpose to suit the context.
3	The candidate communicates most relevant information with a sense of audience and purpose to suit the context.
4	The candidate communicates almost all the required information with a clear sense of audience and purpose to suit the context.

Sources

A variety of sources will feature in each assessment and will include:

- non-literary and literary (proficient level) written texts
- multimedia texts
- static images
- moving images.

Tools

Most questions will be answered using a standard text tool set. Some responses may include, but are not limited to, the following:

- multiple choice
- gap fill
- true/false (with or without justification)
- drag and drop
- short answer.

Internal assessment

Purpose of internal assessment

Internal assessment constitutes 25% of language acquisition eAssessment. It takes the form of an individual speaking assessment and enables students to demonstrate the application of their linguistic skills and knowledge in an authentic setting. Students are required to make an individual presentation in response to a stimulus, before engaging in one-to-one discussion with the teacher on the topic of the stimulus.

Guidance and authenticity

When carrying out the individual speaking assessment, students may not bring into the preparation room any additional resources such as computers, mobile phones, class notes, dictionaries (either online or paper), and so on. Schools must provide students with a piece of paper on which to make brief working notes during the 10 minutes of preparation time. These notes are the only resource that may be brought into the interview room and are to be used for reference only. They are not to be read aloud and must be retained by the teacher at the end of the interview.

It is the responsibility of the teacher to ensure that students are familiar with:

- the linguistic requirements of the individual speaking assessment
- the procedures for the conduct of the examination
- the assessment criteria.

It is essential that language acquisition students do not have prior knowledge of the stimulus to be presented. The presentation must be wholly the work of the student and it must not be written out in full and read aloud. Authenticity may be checked by scrutiny of the notes (if any) used by the student, as well as through the follow-up questions in the interactive discussion.

Group work

Group work cannot be submitted to the IB for MYP language acquisition eAssessment. However, group work, as one aspect of a wide range of approaches to teaching and learning, may well be incorporated as one type of **formative** assessment used throughout the course.

Requirements and recommendations

The internal assessment is to be conducted entirely in the target language. The assessment must not be rehearsed as this would not reflect the student's true ability to interact in the target language; however, the procedures and characteristics of the individual speaking assessment can, and should, be practised during lessons, as should the development of verbal interaction between student and teacher.

Each student's individual speaking assessment must be audio recorded and the files must be of high quality. Each recording is to be retained according to the procedures set out in *MYP Assessment procedures*. Samples of the internal assessment selected for moderation **must be submitted in the form of an audio file only**.

Using marking criteria for internal assessment

For the individual speaking assessment, marking criteria have been created based on criterion C of the MYP Language Acquisition assessment criteria. Each marking criterion has descriptors describing specific achievement, together with the appropriate mark. The descriptors concentrate on positive achievement, although for the lower levels failure to reach certain minimum requirements may be included in the description.

Teachers must mark the individual speaking assessment using the **marking criteria** presented in this section of the guide.

- The aim is to find, for each element of the marking criteria, the descriptor that describes the student's performance most accurately.
- When assessing a student's work, teachers should read the descriptors for each criterion until they reach a descriptor that most appropriately describes the standard of the work being assessed.

- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but rather should concentrate on identifying the descriptor that best matches the student's work for each assessment criterion.
- The highest descriptors do not imply a faultless performance; they should be achievable by a language acquisition student. Teachers should not hesitate to use the extremes of the mark range if they are appropriate descriptions of the work being assessed.
- A student who is awarded a high mark in one criterion will not necessarily reach high levels in all other criteria. Similarly, a student who is awarded a low mark for one criterion will also not necessarily receive low marks for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- Teachers are expected to make the internal assessment marking criteria available to students and ensure that they understand them.

Internal assessment details

- Individual speaking assessment
- Duration: 15–17 minutes, including 10 minutes of preparation time
- Weighting: 25%

The individual speaking assessment is based on the language acquisition topic list. The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction.

The task assesses the degree to which students are able to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- understand and use language to express and respond to a range of ideas
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect within the context of presentation and conversation.

The language acquisition individual speaking assessment is divided into two parts, preceded by a timed period of supervised preparation. The timings of each section for each level are as listed below.

	Emergent	Capable	Proficient
<p>Supervised preparation time</p> <p>The student is shown a multimodal stimulus relating to a topic or theme from the course. The stimulus must be labelled in the target language with the topic or theme to which it relates. During this time, the student is allowed to make brief working notes.</p>	10 minutes	10 minutes	10 minutes
<p>Presentation</p> <p>The student describes the multimodal stimulus and relates it to the relevant target language culture(s).</p>	1 minute	1½ minutes	2 minutes
<p>Interactive discussion</p> <p>The student engages with the teacher on the topic or theme of the stimulus.</p>	2 minutes	2½ minutes	3 minutes
<p>Time for student speaking</p>	3 minutes	4 minutes	5 minutes

Total time of recording	5 minutes max	6 minutes max	7 minutes max
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Table 14 *Timings for the MYP language acquisition interactive speaking task*

Preparation

The teacher creates a range of multimodal stimuli linked to the five MYP language acquisition topics studied during the course and labels each one in the target language. For the purposes of the individual speaking assessment, a stimulus may be an image, a poster, an illustration, an advertisement or a short written message, for example a caption or quote. Any language that naturally appears on the image should be minimal and must be in the target language. It must not provide vocabulary and structures that would give a student an unfair advantage.

An effective multimodal stimulus is one that:

- is clearly relevant to one of the five topics in the course
- is culturally relevant to the target language
- offers opportunities for students to demonstrate their international-mindedness
- offers sufficient information for students to describe a scene or situation
- allows the student to offer a personal interpretation
- enables the teacher to lead the student in a wider conversation
- is relevant and of interest to the student's age group.

The students must not see the stimulus prior to the examination.

The same five stimuli can be used for up to ten students sitting the examination. If there are more than ten students sitting the examination, two multimodal stimuli from each topic must be prepared.

The following table provides an example of how the teacher may choose to distribute the multimodal stimuli to ensure that each student receives two stimuli, each relating to a different topic. Teachers may wish to have two copies of each stimulus available in the event that examination site

arrangements require a student to be in the “supervised preparation” phase at the same time as a different student is sitting parts 1–3 of the examination.

Up to 10 students 5 stimuli total (1 from each topic)		Up to 20 students 10 stimuli total (2 from each topic)		Up to 30 students 10 stimuli total (2 from each topic)		Up to 40 students 10 stimuli total (2 from each topic)	
Student	Multi-modal stimulus	Student	Multi-modal stimulus	Student	Multi-modal stimulus	Student	Multi-modal stimulus
1	A1 + B1	11	A2 + B2	21	A1 + B2	31	A2 + B1
2	A1 + C1	12	A2 + C2	22	A1 + C2	32	A2 + C1
3	A1 + D1	13	A2 + D2	23	A1 + D2	33	A2 + D1
etc	etc	etc	etc	etc	etc	etc	etc

The letters above indicate the topic of the multimodal stimuli. For example, A1 would represent the first multimodal stimulus relating to one of the topics (for example, “identity and culture”) and A2 would represent the second multimodal stimulus relating to that same theme (“identity and culture”). Following this pattern, B1 would represent the first multimodal stimulus relating to a different topic (for example, “education and the world of work”) and B2 would represent the second multimodal stimulus from that same theme (“education and the world of work”).

In the event that more than 40 students are sitting the examination, the teacher will be allowed to re-sort these same ten multimodal stimuli into new pairings, but must ensure that the stimuli used in each pair do not relate to the same topic.

Conduct of the individual speaking assessment

The timing of the 10-minute preparation period begins when the student is presented with a copy of the stimulus. During this preparation time, the student may write brief working notes. These notes may be used for reference only and must not be read aloud as a prepared speech.

During the preparation time, the student must be supervised. The student may not have access to course materials, class notes, dictionaries (in any form), computers, mobile phones or other IT equipment. The stimulus and any notes that have been made in the 10 minutes of preparation time for the individual speaking assessment are to be collected and retained by the teacher.

Presentation

As schools are required to keep coursework submissions anonymous, students are asked to avoid using their names or any other identifying information in their presentations. During the presentation, the student should:

- provide a brief description of the multimodal stimulus
- relate the stimulus to the relevant topic or theme from the course.

The presentation must be spontaneous and relate specifically to the content of the multimodal stimulus provided; pre-learned presentations on generic aspects of the stimulus provided will not score high marks.

In order to reassure students and help them focus on the requirements of the individual speaking assessment, the teacher should signal the change between the respective parts through the use of an appropriate phrase.

During the presentation the teacher should avoid interrupting the student, unless it is clear that guidance is needed. Following the allocated time for the presentation, if the student has not drawn the presentation to a close, the teacher is expected to interrupt and make the transition to the second part of the speaking assessment, using a phrase such as: "I'm sorry to interrupt, but we need to move on now". This exact phrase does not need to be used, but it is good practice for teachers to prepare their students before the day of the examination so that a necessary interruption in order to adhere to timings does not unduly disturb the student.

Interactive discussion

Following the student's presentation, the teacher initiates a discussion by asking questions about the topic or theme represented by the multimodal stimulus. These questions should:

- seek clarification or extension of observations made by the student in the presentation
- invite the student to respond to ideas presented by both the multimodal stimulus and the teacher
- encourage connections and comparisons with the student's other cultural experiences
- provide the student with opportunities to demonstrate his or her understanding and appreciation of the topic or theme
- encourage the student to engage in authentic conversation to the best of his or her ability.

This section of the individual speaking assessment should follow the prescribed timings in *Table 14* above and should offer the student the opportunity to demonstrate the ability to engage in authentic discussion on a topic. The teacher should ask open-ended questions in order to offer the student the opportunity for authentic engagement, thus allowing an assessment of the student's interactive skills.

Administration of the individual speaking assessment

The timings for the individual speaking assessment for language acquisition are shown in *Table 14* above for each level. Examiners will be instructed to stop listening after the total time permitted.

The individual speaking assessment must be scheduled during the final year of the course.

- Students must be given adequate notice of when the individual speaking assessment is to take place.
- It may take place in or out of the classroom, but care should be taken to ensure that students are not disturbed by external distractions such as school bells and announcements, people entering the room, or any audible or visual distractions from outside the room.
- Students must not take mobile phones and other IT equipment into the examination room.
- Audio recordings of the individual speaking assessment will be required for external moderation. However, the samples selected for moderation will not be identified until the teacher's marks are entered into IBIS; therefore, it is vital that all students are recorded and that the recordings are of a high quality.
- Under no circumstances should a recording be stopped or modified in any way.

- Timings for the individual speaking assessment are approximate but should be adhered to as much as possible without disturbing the student. It is imperative that the two sections are adequately addressed.
- The teacher is encouraged to interact with the student to facilitate an authentic discussion but must avoid dominating the exchange.

The teacher's role in conducting and assessing the individual speaking assessment

It is the teacher's responsibility to:

- be aware that the purpose of the individual speaking assessment is to assess the student's ability to produce, understand and interact using spoken language
- ensure that the correct number and range of multimodal stimuli are prepared for the individual speaking assessment and that an accurate record is kept of the allocation
- have a very clear understanding of the format of the individual speaking assessment as well as the marking criteria for the individual speaking assessment
- ensure that the questions asked are adapted to the student's ability and are designed to give the student every opportunity to show the extent of their language skills
- rephrase a question or statement if a student is having difficulty understanding, in order to support the student and maintain the flow of the conversation
- avoid correcting the student or dominating the conversation
- ensure that students are allowed sufficient time to respond to questions.

Internal assessment marking criteria—presentation and interactive discussion

Vocabulary

To what extent does the candidate use a wide range of vocabulary?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of vocabulary. Vocabulary is rarely appropriate for the task or is often repetitive or formulaic.
3-4	The candidate uses a basic range of vocabulary. Vocabulary is sometimes appropriate for the task.
5-6	The candidate uses a range of vocabulary. Vocabulary is appropriate for the task
7-8	The candidate uses a wide range of vocabulary. Vocabulary is appropriate for the task, and effective.

Grammar

To what extent does the candidate use grammatical structures accurately?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The candidate uses a limited range of grammatical structures which often hinder communication.
3-4	The candidate uses a basic range of grammatical structures which sometimes hinder communication.
5-6	The candidate uses a range of grammatical structures which do not hinder communication.
7-8	The candidate uses a wide range of grammatical structures generally accurately.

Pronunciation and intonation

To what extent do pronunciation and intonation affect communication?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate's use of pronunciation and intonation often hinder comprehension.
2	The candidate's use of pronunciation and intonation sometimes hinder comprehension.
3	The candidate's use of pronunciation and intonation rarely hinder comprehension.
4	The candidate's use of clear pronunciation and intonation make communication easy to comprehend.

Communication and organization

To what extent does the candidate communicate information in the presentation and interactive discussion?

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	The candidate communicates limited relevant information. Ideas are not organized and hinder communication.
2	The candidate communicates some relevant information. There is limited organization of ideas.
3	The candidate communicates most relevant information. Ideas are organized and clear.
4	The candidate communicates all relevant information. Ideas are organized clearly and effectively, enhancing communication.

Language acquisition subject-specific grade descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process. Through careful analysis of subject-group criteria and the general grade descriptors, they have been written to capture and describe in a single descriptor the performance of students at each grade for each MYP subject group.

Subject-specific grade descriptors are also the main reference used to select grade boundaries for each discipline in each assessment session. During this process, the grade award team compares student performance against descriptors of achievement at grades 2 and 3; 3 and 4; and 6 and 7 (other boundaries are set at equal intervals between these key transitions). The grade award process is able to compensate for variations in challenge between tasks and in standards applied to marking (both between subjects and for a particular subject across sessions) by setting boundaries for each discipline and examination session, with reference to real student work.

Subject-specific grade descriptors tie eAssessment to criterion-related assessment and to MYP assessment criteria and level descriptors, which put the programme's criterion-related assessment philosophy into practice.

Emergent

Grade	Descriptor
7	<p>Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.</p>
6	<p>Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.</p>
5	<p>Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language</p>

	<p>in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.</p>
4	<p>Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.</p>
3	<p>Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.</p>
2	<p>Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and</p>

	<p>contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.</p>
1	<p>Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.</p>

Capable

Grade	Descriptor
7	<p>Produces high-quality, frequently innovative work using a wide range of language.</p> <p>Communicates comprehensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts.</p> <p>Consistently demonstrates sophisticated critical and creative thinking to interpret and construct language. Frequently transfers knowledge and applies skills with independence and expertise in a variety of complex classroom and real-world situations.</p>
6	<p>Produces high-quality, occasionally innovative work using a wide range of language.</p> <p>Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts.</p> <p>Demonstrates critical and creative thinking, frequently with sophistication, to interpret and construct language. Transfers knowledge and applies skills, often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.</p>
5	<p>Produces generally high-quality work using a range of language. Communicates good understanding of linguistic concepts and contexts through the effective use of language</p>

	<p>in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to interpret and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.</p>
4	<p>Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of written, spoken and visual texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to interpret and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.</p>
3	<p>Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to interpret and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.</p>
2	<p>Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and</p>

	<p>contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to interpret and construct language. Limited evidence of transfer of knowledge and application of skills.</p>
1	<p>Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to interpret and construct language. Very inflexible, rarely shows evidence of knowledge or skills.</p>

Proficient

Grade	Descriptor
7	<p>Produces high-quality, frequently innovative work using rich and varied language. Communicates comprehensive, nuanced understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Consistently demonstrates sophisticated critical and creative thinking to analyse and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.</p>
6	<p>Produces high-quality, occasionally innovative work using rich and varied language. Communicates extensive understanding of linguistic concepts and contexts through the effective use of language in response to a wide variety of literary and non-literary texts. Demonstrates critical and creative thinking, frequently with sophistication, to analyse and construct language. Transfers knowledge and applies skills often with independence and accuracy in a variety of familiar and unfamiliar classroom and real-world situations.</p>
5	<p>Produces generally high-quality work using some rich and varied language. Communicates good understanding of linguistic concepts and contexts through the effective use of language</p>

	<p>in response to a variety of literary and non-literary texts. Demonstrates critical and creative thinking, sometimes with sophistication, to analyse and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.</p>
4	<p>Produces good-quality work using a range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a range of literary and non-literary texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to analyse and construct language. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.</p>
3	<p>Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some critical and creative thinking to analyse and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.</p>
2	<p>Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and</p>

	<p>contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to analyse and construct language. Limited evidence of transfer of knowledge and application of skills.</p>
1	<p>Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to analyse and construct language. Very inflexible, rarely shows evidence of knowledge or skills.</p>

