

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.

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

Criterion B: Reading

Maximum: 8

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

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

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

i. identify explicit and implicit information (facts and/or opinions, and supporting details) ii. analyse conventions
iii. analyse connections.

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

Criterion C: Speaking

Maximum: 8

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

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

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. uses a limited range of vocabularyii. uses a limited range of grammatical structures with many errors which often hinder communicationiii. uses pronunciation and intonation with many errors which often hinder comprehensioniv. during interaction, communicates limited relevant information.
3–4	The student: <ul style="list-style-type: none">i. uses a basic range of vocabularyii. uses a basic range of grammatical structures with some errors which sometimes hinder communicationiii. uses pronunciation and intonation with some errors which sometimes hinder comprehensioniv. during interaction, communicates some relevant information.
5–6	The student: <ul style="list-style-type: none">i. uses a range of vocabularyii. uses a range of grammatical structures with a few errors which do not hinder communicationiii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehensioniv. during interaction, communicates most of the relevant information.
7–8	The student: <ul style="list-style-type: none">i. uses a wide range of vocabularyii. uses a wide range of grammatical structures generally accuratelyiii. uses clear pronunciation and intonation which makes the communication easy to comprehendiv. during interaction, communicates all or almost all the required information clearly and effectively.

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

Criterion D: Writing

Maximum: 8

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

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

i. use a **wide range of vocabulary**

ii. use a **wide range of grammatical structures generally accurately**

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

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

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

Capable level

Criterion A: Listening

Maximum: 8

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

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

i.identify explicit and implicit information (facts and/or opinions, and supporting details) ii.analyse conventions
iii.analyse connections.

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

Criterion B: Reading

Maximum: 8

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

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

**i. identify explicit and implicit information (facts and/or opinions, and supporting details) ii. analyse conventions
iii. analyse connections.**

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

Criterion C: Speaking

Maximum: 8

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

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

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.
3-4	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information.
5-6	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most relevant information.
7-8	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all the required information clearly and effectively .

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

Criterion D: Writing

Maximum: 8

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

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

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

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

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

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

