

Millard North High School MYP Language B Phase 2 Assessment Rubric

	Criterion A: Comprehending Spoken and Visual Text	Criterion B: Comprehending Written and Visual Text	Criterion C: Communicating in response to Spoken, Written and Visual Text	Criterion D: Using Language in Spoken and Written Form
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<p>i. shows minimal understanding of messages, main ideas and supporting details</p> <p>ii. has limited awareness of basic conventions</p> <p>iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text</p> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	<p>i. identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions</p> <p>ii. has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text</p> <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>	<p>i. makes limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in basic structured exchanges</p> <p>iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations</p> <p>iv. communicates with a limited sense of audience</p>	<p>i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</p> <p>ii. organizes limited basic information and ideas, and basic cohesive devices are not used</p> <p>iii. makes minimal use of language to suit the context</p>
3-4	<p>i. shows some understanding of messages, main ideas and supporting details</p> <p>ii. has some awareness of basic conventions</p> <p>iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text</p> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	<p>i. identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions</p> <p>ii. recognizes some basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text</p> <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>	<p>i. responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate</p> <p>ii. interacts to some degree in basic structured exchanges</p> <p>iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed</p> <p>iv. communicates with some sense of audience</p>	<p>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult</p> <p>ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</p> <p>iii. uses language to suit the context to some degree</p>
5-6	<p>i. shows considerable understanding of messages, main ideas and supporting details</p> <p>ii. has considerable awareness of basic conventions</p> <p>iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	<p>i. identifies most basic facts, main ideas and supporting details, and draws conclusions</p> <p>ii. recognizes most basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text</p> <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>	<p>i. responds appropriately to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts considerably in basic structured exchanges</p> <p>iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed</p> <p>iv. communicates with a considerable sense of audience</p>	<p>i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility</p> <p>ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the context</p>
7-8	<p>i. shows excellent understanding of messages, main ideas and supporting details</p> <p>ii. has excellent awareness of basic conventions</p> <p>iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	<p>i. clearly identifies basic facts, main ideas and supporting details, and draws conclusions</p> <p>ii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>	<p>i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text</p> <p>ii. interacts confidently in basic structured exchanges</p> <p>iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples</p> <p>iv. communicates with an excellent sense of audience</p>	<p>i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message</p> <p>iii. uses language effectively to suit the context</p>