

# MYP Objectives and Assessment Criteria

## Language and Literature Objectives

### *A. Analysing*

This objective refers to enabling students to deconstruct texts, in order to identify their essential elements and to extract meaning from them, through demonstrating an understanding of the creator's choices, the relationships between the various components of the text, and making inferences: "Knowing the importance of critically evaluating text and how to apply the analytical process across a variety of situations is recognized as a fundamental skill today." (Lanning 2012: xx)

Through engaging with texts, students will be required to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text. Students should be able to use the text to support their personal responses and ideas.

At the end of the course, students should be able to:

- i. analyse the effects and purposes of the content, context, language, structure, technique and style of texts created by others
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using appropriate examples, thorough explanation and accurate terminology
- iv. compare and contrast works
- v. connect literary and non-literary features across and within genres or texts.

### *B. Organizing*

This objective requires students to value and demonstrate an understanding of and an ability to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students must also recognize the importance of maintaining academic integrity by respecting intellectual property rights and referencing all sources accurately.

At the end of the course, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other
- iii. use language-specific conventions to show the reason for the order of their ideas
- iv. acknowledge sources according to a recognized convention
- iv. use a presentation style suitable to the context and intention.

### *C. Producing language*

This objective requires students to engage in the process of text creation with an emphasis on both the creative process itself and on the understanding of the connection between the creator and his or her audience. Students will explore and appreciate new and changing perspectives and ideas. As a result, they will develop the ability to make choices aimed at producing texts that please both the creator and the audience.

At the end of the course, students should be able to:

- i. create works that demonstrate insight, imagination and sensitivity
- ii. make choices that serve the content, context and intention, and which are designed to have an impact on an audience
- iii. select relevant details and examples to justify ideas
- iv. employ a range of literary techniques
- v. explore and reflect critically on new perspectives and ideas arising from personal engagement with the creative process.

### *D. Using language*

This objective gives students the opportunity to develop, organize, express themselves and communicate thoughts, ideas and information. Students are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to and must include written, oral and visual text, as appropriate.

At the end of the course, students should be able to:

- i. use accurate and varied vocabulary, sentence structures and forms of expression
- ii. use an appropriate register and style that serves the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. use correct spelling (alphabetic languages) or writing (character languages) and pronunciation
- v. use appropriate non-verbal communication techniques in oral, presentation or visual work.

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## Language and Literature Assessment Criteria

The following assessment criteria have been established by the IB for language and literature in the MYP. All assessment in each year of the MYP must be based on the age-appropriate version of these assessment criteria as provided in this guide.

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing language	Maximum 8
Criterion D	Using language	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.

### Criterion A: Analysing

Maximum: 8

At the end of the course, students should be able to:

- i. analyse the effects and purposes of the content, context, language, structure, technique and style of texts created by others
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using appropriate examples, thorough explanation and accurate terminology
- iv. compare and contrast works
- v. connect literary and non-literary features across and within genres or texts.

Achievement Level	Level Descriptor Year 5
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"> <li>• provides insufficient analysis of the effects and purposes of content, context, language, structure, technique and style of texts</li> <li>• provides insufficient analysis of the effects of the creator's choices on an audience</li> <li>• insufficiently justifies opinions and ideas using few appropriate examples, insufficient explanation and little or no terminology</li> <li>• insufficiently compares/contrasts works</li> <li>• insufficiently connects (non-)literary features across/within genres and texts.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• provides some analysis of the effects and purposes of content, context, language, structure, technique and style of texts</li> <li>• provides adequate analysis of the effects of the creator's choices on an audience</li> <li>• inconsistently justifies opinions and ideas using some appropriate examples, some explanation and some accurate terminology</li> <li>• inconsistently compares/contrasts works</li> <li>• inconsistently connects (non-)literary features across/within genres and texts.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• analyses the effects and purposes of content, context, language, structure, technique and style of texts in a competent manner</li> <li>• analyses the effects of the creator's choices on an audience in a competent manner</li> <li>• sufficiently justifies opinions and ideas using appropriate examples, adequate explanation and mostly accurate terminology</li> <li>• competently compares/contrasts works</li> <li>• competently connects (non-)literary features across/within genres and texts.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• consistently analyses the effects and purposes of content, context, language, structure, technique and style of texts in a perceptive manner</li> <li>• consistently analyses the effects of the creator's choices on an audience in a perceptive manner</li> <li>• consistently justifies opinions and ideas using appropriate examples, thorough explanations and accurate terminology</li> <li>• perceptively compares/contrasts works</li> <li>• perceptively connects (non-)literary features across/within genres and texts</li> </ul>

## Criterion B: Organization

Maximum: 8

At the end of the course, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other
- iii. use language-specific conventions to show the reason for the order of their ideas
- iv. acknowledge sources according to a recognized convention
- iv. use a presentation style suitable to the context and intention.

Achievement  
Level

### Level Descriptor Year 5

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"><li>• rarely employs organizational structures that serve the context and intention</li><li>• organizes opinions and ideas with a minimal degree of coherence and logic</li><li>• rarely uses language-specific conventions to show the reason for the order of ideas</li><li>• rarely acknowledges sources according to a recognized convention</li><li>• uses an inappropriate or very inconsistent presentation style that does not serve the context and intention.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• sometimes employs organizational structures that serve the context and intention</li><li>• organizes opinions and ideas with some degree of coherence and logic</li><li>• inconsistently uses language-specific conventions to show the reason for the order of ideas</li><li>• inconsistently acknowledges sources according to a recognized convention</li><li>• sometimes uses a presentation style that serves the context and intention.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• usually employs competent organizational structures that serve the context and intention</li><li>• organizes opinions and ideas in a coherent and logical manner with ideas building on each other</li><li>• sometimes uses language-specific conventions to show the reason for the order of ideas</li><li>• generally acknowledges sources according to a recognized convention</li><li>• usually uses a presentation style that competently serves the context and intention.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• consistently employs sophisticated organizational structures that serve the context and intention</li><li>• effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated manner</li><li>• consistently uses language-specific conventions to show the reason for the order of ideas</li><li>• consistently acknowledges sources according to a recognized convention</li><li>• consistently uses a presentation style that serves the context and intention effectively.</li></ul>

**Criterion C: Producing Language**

**Maximum: 8**

At the end of the course, the student should be able to:

- i. employ organizational structures that serve the context and intention
- i. organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other
- ii. use language-specific conventions to show the reason for the order of their ideas iv. acknowledge sources according to a recognized convention
- iii. use a presentation style suitable to the context and intention.

Achievement Level

**Level Descriptor  
Year 5**

<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• creates work that demonstrates a limited degree of imagination and sensitivity</li> <li>• makes minimal choices, including literary features, which serve content, context and intention; demonstrates a limited awareness of the role of the audience</li> <li>• selects few relevant details and examples to justify ideas</li> <li>• rarely employs literary techniques</li> <li>• demonstrates minimal creativity through minimal exploration of and critical reflection on new perspectives and ideas.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• creates work that demonstrates some degree of imagination and sensitivity</li> <li>• makes choices, including literary features, which sometimes serve content, context and intention; demonstrates some awareness of the role of the audience</li> <li>• selects some relevant details and examples to justify ideas</li> <li>• employs some literary techniques</li> <li>• demonstrates some creativity through some exploration of and critical reflection on new perspectives and ideas.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• creates work that demonstrates a considerable degree of insight, imagination and sensitivity</li> <li>• makes thoughtful choices, including literary features, which usually serve content, context and intention; demonstrates a good awareness of the role of the audience</li> <li>• selects relevant details and examples to justify ideas</li> <li>• employs a range of literary techniques with some effectiveness</li> <li>• demonstrates creativity through substantial exploration of and critical reflection on new perspectives and ideas.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• creates work that demonstrates a high degree of insight, imagination and sensitivity</li> <li>• makes perceptive choices, including literary features, which serve content, context and intention; demonstrates a clear awareness of the role of the audience</li> <li>• selects highly relevant details and examples to justify ideas with precision</li> <li>• employs a range of literary techniques in a highly effective manner</li> <li>• demonstrates creativity through perceptive exploration of and critical reflection on new perspectives and ideas.</li> </ul>

**Criterion D: Using Language**

**Maximum: 8**

At the end of the course, students should be able to:

- i. use accurate and varied vocabulary, sentence structures and forms of expression
- ii. use an appropriate register and style that serves the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. use correct spelling (alphabetic languages) or writing (character languages) and pronunciation
- v. use appropriate non-verbal communication techniques in oral, presentation or visual work.

**Achievement Level**

**Level Descriptor  
Year 5**

<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1–2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• uses a limited range of accurate and appropriate vocabulary, sentence structure and forms of expression</li> <li>• uses an inappropriate or very inconsistent register and style that does not serve the context and intention</li> <li>• uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</li> <li>• uses spelling/writing and pronunciation with limited accuracy; errors often hinder communication</li> <li>• makes limited and/or inappropriate use of non-verbal communication techniques in oral, presentation or visual work.</li> </ul>
<b>3–4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• uses an adequate range of accurate and appropriate vocabulary, sentence structure and forms of expression</li> <li>• sometimes uses a register and style that serve the context and intention</li> <li>• uses grammar, syntax and punctuation with a good degree of accuracy; errors sometimes hinder communication</li> <li>• uses spelling/writing and pronunciation with a good degree of accuracy; errors sometimes hinder communication</li> <li>• makes some use of non-verbal communication techniques in oral, presentation or visual work.</li> </ul>
<b>5–6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• uses a varied range of accurate and appropriate vocabulary, sentence structures and forms of expression</li> <li>• usually uses a register and style that competently serve the context and intention</li> <li>• uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</li> <li>• uses spelling/writing and pronunciation with a considerable degree of accuracy; errors do not hinder effective communication</li> <li>• makes sufficient use of effective non-verbal communication techniques in oral, presentation or visual work.</li> </ul>
<b>7–8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• effectively uses a substantial range of accurate and appropriate vocabulary, sentence structure and forms of expression</li> <li>• consistently uses a register and style that serve the context and intention effectively</li> <li>• uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective and compelling</li> <li>• uses spelling/writing and pronunciation with a high degree of accuracy; errors are minor and communication is effective and compelling</li> <li>• makes appropriate and highly effective use of non-verbal communication techniques in oral, presentation or visual work.</li> </ul>

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