

Example 1: role-play telephone conversation

Oral activity

Foundation level

MYP year: 5

| | | | | | |
|----------------|---|---|---|---|---|
| Criterion | A | B | C | D | E |
| Level achieved | 6 | 7 | – | – | – |

Background

The task was a role-play of a telephone conversation during which the student was asked about going to the movies. The teacher played the role of one of the friends so the questions would not be rehearsed and the answers would be spontaneous (it is difficult at foundation level to maintain a spontaneous conversation when both students are beginners in the language). This topic leads to an authentic conversation as all students in the class regularly go to the movies with their friends and have their own cell/mobile phones. Although the teacher tried to ask more open-ended questions, the student did not respond well to these and felt uncomfortable so a more question-answer style was adopted.

The task was conducted under test conditions in the classroom and the students knew only that the oral was going to be a phone conversation; they did not know what the actual topic of the conversation would be. No notes were permitted.

Assessment

Criterion A: speaking and listening—message and interaction

Maximum 8

| Achievement level | Descriptor |
|-------------------|--|
| 5–6 | <p>The student communicates information most of the time, on a variety of aspects within common/everyday topics.</p> <p>The student's responses show understanding of most questions/comments and are usually appropriate.</p> <p>The student's ideas are relevant and contain some detail where appropriate.</p> <p>The student needs some prompting and/or rephrasing, but this does not affect the flow of ideas.</p> |

This work achieved level 6 because the student:

- communicates information most of the time on a variety of everyday aspects
- shows an understanding of most questions/comments through his responses, which are usually appropriate
- communicates ideas that are relevant and contain some detail
- needs some prompting and rephrasing, but this does not affect the flow of ideas.

The student would have achieved a higher level if he had:

- included more detail in his answers
- needed less prompting
- contributed more actively to the conversation.

Criterion B: speaking—language

Maximum 8

| Achievement level | Descriptor |
|-------------------|---|
| 7–8 | <p>The student’s pronunciation and intonation are clear and make communication easy.</p> <p>The student makes excellent use of a basic range of vocabulary.</p> <p>The student uses basic and more-complex grammatical structures, generally accurately.</p> |

This work achieved level 7 because the student:

- speaks with clear pronunciation and intonation, which makes communication easy
- makes excellent use of a basic range of vocabulary especially since this was totally unprepared and at foundation level
- uses basic grammatical structures accurately.

The student would have achieved a higher level if he had used some more-complex grammatical structures.