

Example 2: interview with the teacher

Oral activity

Foundation level

MYP year: 5

Criterion	A	B	C	D	E
Level achieved	5	6	–	–	–

Background

The task, which incorporated listening skills, was a straightforward interview with the teacher on questions that are usually asked of new students both by friends and teachers. More open-ended questions should have been asked. However, in previous oral tasks, the students in this foundation class were not comfortable talking a lot by themselves. To be more culturally appropriate, the teacher had to take on a more active role in a question-answer type task.

The task was conducted under test conditions in the classroom and the students did not know the topic of the interview beforehand. No notes were permitted.

Note: It is sometimes difficult to hear the teacher's questions and comments. Teachers are reminded to pay extra attention to the quality of recording for moderation purposes.

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 5 because the student:

- communicates information most of the time on a variety of aspects within the conversation
- shows understanding by answering most questions appropriately, even though the answers are sometimes limited to one word
- provides some details when prompted to do so.

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

- added more detail
- not needed to be prompted as much to elicit a response
- contributed more actively to the conversation.

Criterion B: speaking—language

Maximum 8

Achievement level	Descriptor
5–6	<p>The student’s pronunciation and intonation have some errors, though these don’t interfere with comprehensibility.</p> <p>The student makes good use of a basic range of vocabulary.</p> <p>The student uses basic grammatical structures, generally accurately. There are some attempts at more-complex structures.</p>

This work achieved level 6 because the student:

- uses pronunciation and intonation that are comprehensible, even though some errors are made
- uses a basic range of vocabulary appropriately
- uses basic grammatical structures generally accurately.

The student would have achieved a higher level if he had attempted to use some more-complex structures.