

Example 4: interview on Don Quijote (2)

Oral activity

Standard level

MYP year: 5

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

Background

In order to commemorate the four hundredth anniversary of *Don Quijote de la Mancha*, students were invited to research and think about how this book has influenced them.

An interview with the teacher then took place. Students knew that this interview would be approximately five minutes long, and that the teacher would be asking leading questions on both the book, *Don Quijote de la Mancha*, and the author, Miguel de Cervantes Saavedra. If time permitted, the conversations might then move on to the general practice of reading as a hobby or for knowledge, though in some cases, it might stay with the original topic for the entire time.

Students were allowed short, factual notes on the book and author.

Assessment

Criterion A: oral communication—message and interaction

Maximum 8

Achievement level	Descriptor
5–6	<p>The student communicates information clearly, though there is some difficulty with more-complex ideas. The student's ideas are relevant but not always developed; opinions are usually justified.</p> <p>The student shows understanding through responding correctly in familiar and some spontaneous situations.</p> <p>The student can maintain the flow of conversation, and may show some active and/or spontaneous engagement. The student needs occasional prompting but this does not disturb the flow of conversation.</p>

This work achieved level 5 because the student:

- communicates simple ideas clearly, though has difficulty in explaining more-complex ideas
- puts forth relevant ideas, but often needs prompting to give detail
- shows understanding through responding correctly to questions
- is engaged in the conversation
- needs occasional prompting to expand on one-word answers, but this does not disturb the flow of the conversation.

The student would have achieved a higher level if:

- he could have explained his more-complex ideas clearly
- he had been more consistent in giving detailed answers.

Criterion B: oral communication—language

Maximum 8

Achievement level	Descriptor
5–6	<p>The student’s pronunciation and/or intonation have occasional mistakes but these rarely interfere with comprehensibility.</p> <p>The student uses a range of vocabulary and structures appropriately; and attempts to use idiom and register appropriate to the context. Errors rarely interfere.</p>

This work achieved level 5 because the student:

- demonstrates use of language that is mostly comprehensible
- makes errors in pronunciation/intonation that sometimes interfere with comprehensibility
- uses a range of vocabulary and grammatical structures, though with occasional errors that sometimes interfere with comprehensibility.

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

- demonstrated clearer pronunciation/intonation
- made fewer errors in grammatical structures
- used a wider range of vocabulary and idiom.