

## Assessment Criteria Language B HL Individual Oral

Criterion	0	1-2	3-4	5-6	7-8	9-10
<p><b><u>Criterion A: Productive skills</u></b></p> <p>How successfully does the student use the language in speech?</p> <ul style="list-style-type: none"> <li>• How fluent and clear is the student's speech?</li> <li>• How accurate and varied is the language used?</li> <li>• How much does the student's intonation aid communication?</li> </ul>	<p>The work does not reach a standard described by the descriptors.</p>	<p><b>Command of spoken language is limited.</b></p> <ul style="list-style-type: none"> <li>• The production of language is hesitant and not always comprehensible.</li> <li>• Language is often incorrect and/or limited.</li> <li>• Intonation interferes with communication.</li> </ul>	<p><b>Command of spoken language is fairly good.</b></p> <ul style="list-style-type: none"> <li>• The production of language is comprehensible and fluent at times.</li> <li>• Language is sometimes correct, with some idiomatic expressions.</li> <li>• Intonation does not interfere seriously with communication.</li> </ul>	<p><b>Command of spoken language is good.</b></p> <ul style="list-style-type: none"> <li>• The production of language is mostly fluent.</li> <li>• Language is generally correct, varied and idiomatic.</li> <li>• Intonation contributes to communication.</li> </ul>	<p><b>Command of spoken language is very good.</b></p> <ul style="list-style-type: none"> <li>• The production of language is fluent, with a touch of authenticity.</li> <li>• Language is accurate.</li> <li>• Intonation enhances communication.</li> </ul>	<p><b>Command of spoken language is excellent.</b></p> <ul style="list-style-type: none"> <li>• The production of language is fluent and generally authentic.</li> <li>• Language is varied and idiomatic.</li> <li>• Intonation enhances communication.</li> </ul>
<p><b><u>Criterion B: Interactive and receptive skills</u></b></p> <p>To what extent does the student understand and demonstrate an ability to interact in a conversation?</p> <ul style="list-style-type: none"> <li>• How well can the student express simple and complex ideas?</li> <li>• How well can the student maintain a conversation?</li> </ul>	<p>The work does not reach a standard described by the descriptors.</p>	<p><b>Simple ideas are understood with difficulty and interaction is limited.</b></p> <ul style="list-style-type: none"> <li>• Simple ideas and opinions are presented with difficulty, sometimes incoherently.</li> <li>• The conversation does not flow coherently.</li> </ul>	<p><b>Simple ideas are understood fairly well and interaction is acceptable.</b></p> <ul style="list-style-type: none"> <li>• Simple ideas and opinions are generally presented clearly.</li> <li>• The conversation flows coherently at times but with some lapses.</li> </ul>	<p><b>Simple ideas are understood well and interaction is good.</b></p> <ul style="list-style-type: none"> <li>• Simple ideas and opinions are presented clearly and coherently; there is some difficulty with complex ideas.</li> <li>• The conversation generally flows coherently.</li> </ul>	<p><b>Complex ideas are understood well and interaction is very good.</b></p> <ul style="list-style-type: none"> <li>• Both simple and complex ideas and opinions are generally presented clearly, coherently and effectively.</li> <li>• The conversation flows coherently.</li> </ul>	<p><b>Complex ideas are understood very well and interaction is excellent.</b></p> <ul style="list-style-type: none"> <li>• Complex ideas and opinions are presented clearly, coherently and effectively.</li> <li>• The conversation flows coherently in a natural manner.</li> </ul>