

Individual Oral Commentary - Assessment Criteria - SL / HL

	Achievement level 0	Achievement level 1-2	Achievement level 3-4	Achievement level 5-6	Achievement level 7-8	Achievement level 9-10
Criterion A: Knowledge and understanding of the text or extract •To what extent does the commentary show knowledge and understanding of the text? •Are the comments supported by well-chosen references to the text?	The work does not reach a standard described by the descriptors below.	The commentary shows limited knowledge and little or no understanding of the text; comments are rarely supported by references to the text.	The commentary shows superficial knowledge and understanding of the text; comments are occasionally supported by references to the text.	The commentary shows adequate knowledge and understanding of the text; comments are generally supported by references to the text.	The commentary shows a very good knowledge and understanding of the text; comments are supported by well-chosen references to the text.	The commentary shows excellent knowledge and understanding of the text; comments are effectively supported by well-chosen references to the text.
Criterion B: Understanding of the use and effects of literary features •To what extent does the commentary show an awareness of how the literary features in the text (for example, structure, technique and style) are used to construct meaning? •To what extent does the commentary show understanding of the effects of literary features?	The work does not reach a standard described by the descriptors below.	There is little awareness of the use of literary features and little or no illustration of their effects on the reader.	There is some awareness of the use of literary features, with few references illustrating their effects on the reader.	There is adequate awareness and illustration of the use of literary features, with understanding of their effects on the reader.	There is good awareness and illustration of the use of literary features, with detailed understanding of their effects on the reader.	There is excellent awareness and illustration of the use of literary features, with very good understanding of their effects on the reader.
	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
Criterion C: Organization •How well organized is the the commentary? •How coherent is the structure?	The work does not reach a standard described by the descriptors below.	Little organization is apparent; the commentary has little structure.	Some organization is apparent; the commentary has some structure.	The commentary is adequately organized; the structure is generally coherent.	The commentary is well organized; the structure is mostly coherent.	The commentary is very effectively organized; the structure is coherent and effective.
Criterion D: Language •How clear, varied and accurate is the language? •How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)	The work does not reach a standard described by the descriptors below.	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate to the commentary.	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the commentary.	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate to the commentary.	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate to the commentary.

This material has been prepared by Marie Baird for workshop purposes only. It is not an official IB document and should be verified with the current Guide for Language A: Language and Literature (2011) for first examinations in May 2013

Further Oral Activity – Assessment Criteria – SL / HL

	Achievement level 0	Achievement level 1-2	Achievement level 3-4	Achievement level 5-6	Achievement level 7-8	Achievement level 9-10
<p>Criterion A: Knowledge and Understanding of the text(s) and subject matter or extract</p> <p>•To what extent does the activity show knowledge and understanding of the text(s) and subject chosen for the oral activity?</p> <p>•Has the student shown awareness and understanding of the meaning of the text(s) in relation to the subject?</p>	The work does not reach a standard described by the descriptors below.	The activity shows limited knowledge and little or no understanding of the text(s) and the subject chosen.	The activity shows some knowledge and understanding of the text(s) and some awareness of the significance of the text(s) in relation to the subject chosen.	The activity shows adequate knowledge and understanding of the text(s) and awareness of the significance of the text(s) in relation to the subject chosen.	The activity shows good knowledge and understanding of the text(s) and good awareness of the significance of the text(s) in relation to the subject chosen.	The activity shows excellent knowledge and understanding of the text(s) and excellent awareness of the significance of the text(s) in relation to the subject chosen.
	Achievement level 0	Achievement level 1-2	Achievement level 3-4	Achievement level 5-6	Achievement level 7-8	Achievement level 9-10
<p>Criterion B: Understanding of how language is used</p> <p>•To what extent does the activity show understanding of the way language is used to create meaning?</p> <p>•Has the student shown an appreciation of how language and style is used to particular effect in the text?</p>	The work does not reach a standard described by the descriptors below.	The work shows a superficial understanding of the way language is used to create meaning; there is little appreciation of the use of language and style.	The work shows some understanding of the way language is used to create meaning; there is some appreciation of the use of language and style.	The work shows an adequate understanding of the way language is used to create meaning and adequate appreciation of the use of language and style.	The work shows a good understanding of the way language is used to create meaning and good appreciation of the use of language and style.	The work shows an excellent understanding of the way language is used to create meaning. The appreciation of the use of language and style is thorough and detailed.
	Achievement level 0	Achievement level 1	Achievement level 2	Achievement level 3	Achievement level 4	Achievement level 5
<p>Criterion C: Organization</p> <p>•How well organized is the oral activity?</p> <p>•How coherent is the structure?</p>	The work does not reach a standard described by the descriptors below.	Little organization is apparent; the oral activity has little structure.	Some organization is apparent; the oral activity has some structure.	The oral activity is organized; the structure is generally coherent.	The oral activity is well organized; the structure is mostly coherent.	The oral activity is effectively organized; the structure is coherent and effective.
<p>Criterion D: Language</p> <p>•How clear, varied and accurate is the language?</p> <p>•How appropriate is the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further oral activity.)</p>	The work does not reach a standard described by the descriptors below.	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate to the oral activity.	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the oral activity.	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate to the oral activity.	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate to the oral activity.

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