

Language Acquisition (Spanish and Arabic (B))

Students are assessed and placed in the phase of language learning appropriate to their level of knowledge, understanding and skill. Students will be assessed with phase-specific rubrics applicable to their level of language learning.

Language Acquisition

There are six proficiency-based phases in MYP Language Acquisition. These phases do not correlate to grade levels. As students progress through the phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled

Criterion A: Comprehending spoken and visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	The student: <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> has excellent awareness of conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
5-6	The student: <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes, and by making a personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of information, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
3-4	The student: <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, messages, main 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of

	<p>ideas and supporting details</p> <ul style="list-style-type: none"> <input type="checkbox"/> has some awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	<p>messages, main ideas and supporting details</p> <ul style="list-style-type: none"> <input type="checkbox"/> has some awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	<p>information, main ideas and supporting details, and draws some conclusions</p> <ul style="list-style-type: none"> <input type="checkbox"/> has some awareness of conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts, messages, main ideas and supporting details <input type="checkbox"/> has limited awareness of basic conventions <input type="checkbox"/> engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes: has difficulty making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of messages, main ideas and supporting details <input type="checkbox"/> has limited awareness of basic conventions <input type="checkbox"/> engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of information, main ideas and supporting details and is not able to draw conclusions <input type="checkbox"/> has limited understanding of conventions <input type="checkbox"/> engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Comprehending written and visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, main ideas and supporting details, and draws conclusions <input type="checkbox"/> clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, main ideas and supporting details, and draws conclusions <input type="checkbox"/> recognizes most basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> understands most basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, messages, main ideas and supporting details <input type="checkbox"/> has some awareness of basic aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions <input type="checkbox"/> recognizes some basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of information main ideas and supporting details and draws some conclusions <input type="checkbox"/> understands some basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts, messages, main ideas and supporting details 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of information, main ideas and supporting details and is

	<ul style="list-style-type: none"> □ has limited awareness of basic aspects of format and style, and author’s purpose for writing □ engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text 	<ul style="list-style-type: none"> □ has limited awareness of basic conventions including aspects of format and style, and author’s purpose for writing □ engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text 	<p>not able to draw conclusions</p> <ul style="list-style-type: none"> □ has limited understanding of basic conventions including aspects of format and style, and author’s purpose for writing □ engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions
0	The student’s work does not reach a standard described by any of the descriptors above.		

Criterion C: Communicating in response to spoken and/or written and/or visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text <input type="checkbox"/> interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language <input type="checkbox"/> uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics <input type="checkbox"/> communicates with an excellent sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text <input type="checkbox"/> interacts confidently in basic structured exchanges <input type="checkbox"/> uses phrases effectively to communicate ideas, feelings and information on a variety of aspects of familiar situations; ideas are relevant, detailed and include examples <input type="checkbox"/> communicates with an excellent sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds in detail and appropriately to spoken, written and visual text <input type="checkbox"/> interacts confidently in rehearsed and unrehearsed exchanges <input type="checkbox"/> effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations <input type="checkbox"/> communicates with an excellent sense of audience
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds appropriately to simple short phrases and basic information in spoken, written and visual text <input type="checkbox"/> interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language <input type="checkbox"/> uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics <input type="checkbox"/> communicates with a considerable sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds appropriately to simple short phrases and basic information in spoken, written and visual text <input type="checkbox"/> interacts considerably in basic structured exchanges <input type="checkbox"/> Uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed <input type="checkbox"/> communicates with a considerable sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds appropriately to spoken, written and visual text <input type="checkbox"/> interacts considerably in rehearsed and unrehearsed exchanges <input type="checkbox"/> expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed <input type="checkbox"/> communicates with a considerable sense of audience
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language <input type="checkbox"/> uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in basic structured exchanges <input type="checkbox"/> uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in rehearsed and unrehearsed exchanges <input type="checkbox"/> expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed

	<input type="checkbox"/> communicates with some sense of audience	<input type="checkbox"/> communicates with some sense of audience	<input type="checkbox"/> communicates with some sense of audience
1-2	<p>The student:</p> <input type="checkbox"/> makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate	<p>The student:</p> <input type="checkbox"/> makes a limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate	<p>The student:</p> <input type="checkbox"/> makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate
	<input type="checkbox"/> interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language	<input type="checkbox"/> interacts minimally in basic structured exchanges	<input type="checkbox"/> interacts minimally in rehearsed and unrehearsed exchanges
	<input type="checkbox"/> uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics	<input type="checkbox"/> uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations	<input type="checkbox"/> expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations
	<input type="checkbox"/> communicates with a limited sense of audience	<input type="checkbox"/> communicates with a limited sense of audience	<input type="checkbox"/> communicates with a limited sense of audience
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Using language in spoken or written form

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy <input type="checkbox"/> organizes basic information clearly and uses a range of basic cohesive devices accurately <input type="checkbox"/> uses language effectively to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy <input type="checkbox"/> organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message <input type="checkbox"/> uses language effectively to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy <input type="checkbox"/> organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message <input type="checkbox"/> uses language effectively to suit the content
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility <input type="checkbox"/> organizes basic information and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility <input type="checkbox"/> organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility <input type="checkbox"/> organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks using a basic range of vocabulary, grammatical structures and conventions with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult <input type="checkbox"/> organizes some basic information and uses a limited range of basic cohesive devices not always appropriately 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks using a basic range of vocabulary, grammatical structures and conventions with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult <input type="checkbox"/> organizes some basic information and ideas, and uses a limited range of basic cohesive devices not always appropriately 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks using a basic range of vocabulary, grammatical structures and conventions with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult <input type="checkbox"/> organizes some basic information and ideas, and uses a limited range of basic cohesive devices not always appropriately

	<input type="checkbox"/> uses language to suit the content to some degree	<input type="checkbox"/> uses language to suit the content to some degree	<input type="checkbox"/> uses language to suit the content to some degree
1-2	<p>The student:</p> <input type="checkbox"/> has difficulty writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult <input type="checkbox"/> organizes limited basic information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context	<p>The student:</p> <input type="checkbox"/> has difficulty writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult <input type="checkbox"/> organizes limited basic information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context	<p>The student:</p> <input type="checkbox"/> has difficulty writing/speaking using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult <input type="checkbox"/> organizes limited information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context
0	The student's work does not reach a standard described by any of the descriptors above.		