

**IB English Language and Literature HL/SL Further Oral Activity Assessment Chart**

<p><b>A: Knowledge and understanding of the text(s) and subject matter or extract</b>  <i>To what extent does the activity show knowledge and understanding of the text(s) and subject chosen for the oral activity?                      Has the student shown awareness and understanding of the meaning of the text(s) in relation to the subject?</i></p>	<p><b>B: Understanding of how language is used</b>  <i>To what extent does the activity show understanding of the way language is used to create meaning?                      Has the student shown an appreciation of how language and style is used to particular effect in the text?</i></p>	<p><b>C: Organization</b>  <i>How well organized is the commentary?                      How coherent is the structure?</i></p>	<p><b>D: Language</b>  <i>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 idiom appropriate to the further oral activity.)</i></p>
<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>
<p><b>1-2</b> The activity shows limited knowledge and little or no understanding of the text(s) and the subject chosen.</p>	<p><b>1-2</b> 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.</p>	<p><b>1</b> Little organization is apparent; the oral activity has little structure.</p>	<p><b>1</b> The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style</p>
<p><b>3-4</b> 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.</p>	<p><b>3-4</b> 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.</p>	<p><b>2</b> Some organization is apparent; the oral activity has some structure.</p>	<p><b>2</b> 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.</p>
<p><b>5-6</b> 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.</p>	<p><b>5-6</b> 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.</p>	<p><b>3</b> The oral activity is organized; the structure is generally coherent.</p>	<p><b>3</b> 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.</p>
<p><b>7-8</b> 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.</p>	<p><b>7-8</b> 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.</p>	<p><b>4</b> The oral activity is well organized; the structure is mostly coherent.</p>	<p><b>4</b> 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.</p>
<p><b>9-10</b> 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.</p>	<p><b>9-10</b> 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.</p>	<p><b>5</b> The oral activity is effectively organized; the structure is coherent and effective.</p>	<p><b>5</b> 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.</p>