

Individual Oral Rubric

A: Language		B1: Message - Visual Stimulus		B2: Message - Conversation	C: Interactive Skills - Communication
0	The work does not reach a standard described by the descriptors below.				
1-3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.	1-2	The presentation is mostly irrelevant to the stimulus. The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. The presentation is not clearly linked to the target culture(s).	The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in score and depth.	Comprehension and interaction are limited. The candidate provides limited responses in the target language. Participation is limited. Most questions must be repeated and/or rephrased.
4-6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.	3-4	The presentation is mostly relevant to the stimulus. With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. The presentation is mostly linked to the target culture(s).	The candidate's responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.	Comprehension and interaction are mostly sustained. The candidate provides responses in the target language and mostly demonstrates comprehension. Participation is most sustained.
7-9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.	5-6	The presentation is consistently relevant to the stimulus and draws on explicit and implicit details. The presentation provides both descriptions and personal interpretations relating to the stimulus. The presentation makes clear links to the target culture(s).	The candidate's responses are consistently relevant to the questions and show some development. Responses are consistently appropriate and developed. Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.	Comprehension and interaction are consistently sustained. The candidate provides responses in the target language and demonstrates comprehension. Participation is sustained with some independent contributions.
10-12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.				

Individual Oral Rubric Guide

A: Language		B1: Message - Visual Stimulus	B2: Message - Conversation	C: Interactive Skills -Communication
	<p>How successfully does the candidate command spoken language?</p> <ul style="list-style-type: none"> • To what extent is the vocabulary appropriate and varied? • To what extent are the grammatical structures varied? • To what extent does the accuracy of the language contribute to effective communication? • To what extent do pronunciation and intonation affect communication? 	<p>How relevant are the ideas to the selected stimulus?</p> <ul style="list-style-type: none"> • How well does the candidate engage with the stimulus in the presentation? • How well are the ideas linked to the target culture(s)? 	<p>How relevant are the ideas in the conversation?</p> <ul style="list-style-type: none"> • How appropriately and thoroughly does the candidate respond to the questions in the conversation? • To what depth are the questions answered? 	<p>To what extent does the candidate understand and interact?</p> <ul style="list-style-type: none"> • How well can the candidate express ideas? • How well can the candidate maintain a conversation?
0	The work does not reach a standard described by the descriptors below.			
1-3	Limited • Irrelevant • Simplistic • Superficial • Uninformed • Inaccurate			
4-6	• Satisfactory • Clear • Appropriate			
7-9	Good • Accurate • Focused • Relevant • Effective • Logical • Cohesive			
10-12	Excellent • Persuasive • Discerning • Insightful • Thorough • Nuanced • Focused • Well-Balanced • Cogent • Convincing • Sophisticated			

Individual Oral Checklist

A: Language		B1: Message - Visual Stimulus	B2: Message - Conversation	C: Interactive Skills -Communication
	<input type="checkbox"/> Uses a variety of vocabulary appropriate to the topic <input type="checkbox"/> Uses a variety of grammatical structures <input type="checkbox"/> Language accuracy contributes to effective communication <input type="checkbox"/> Pronunciation and intonation contribute to effective communication	<input type="checkbox"/> Describes the image in detail <input type="checkbox"/> Connects the image to the theme <input type="checkbox"/> Links the image to the target culture <input type="checkbox"/> Connects the image to personal interpretations/ experiences	<input type="checkbox"/> Responds thoroughly to questions <input type="checkbox"/> Extends response to go beyond initial question <input type="checkbox"/> Includes personal interpretations	<input type="checkbox"/> Expresses ideas well <input type="checkbox"/> Maintains the conversation
0	The work does not reach a standard described by the descriptors below.			
1-3	Limited • Irrelevant • Simplistic • Superficial • Uninformed • Inaccurate			
4-6	• Satisfactory • Clear • Appropriate			
7-9	Good • Accurate • Focused • Relevant • Effective • Logical • Cohesive			
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Grading Scale Conversion Chart – Language B SL

IB EXAM GRADE	MINIMUM	MAXIMUM	JCHS Gradebook Scale <i>*This is what goes in IC*</i>
1	0	2	0-50
2	3	5	51-65
3	6	10	66-75
4 <i>*passing IB score*</i>	11	15	76-85
5	16	21	86-90
6	22	26	91-95
7	27	30	96-100

Grading Scale Conversion Chart – Language B ab initio

IB EXAM GRADE	MINIMUM	MAXIMUM	JCHS Gradebook Scale <i>*This is what goes in IC*</i>
1	0	3	0-50
2	4	7	51-65
3	8	12	66-75
4 <i>*passing IB score*</i>	13	17	76-85
5	18	21	86-90
6	22	26	91-95
7	27	30	96-100