



assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. The aims are to:

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

### Course Objectives

- A. Listening
- B. Reading
- C. Speaking
- D. Writing

Teaching and learning languages in MYP is organized in six phases. Croatian B covers first four phases.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A very limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A limited range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A range of interpersonal and cultural contexts	A wide range of interpersonal and cultural contexts
Use basic vocabulary	Use basic language	Use language accurately	Use language accurately	Use language accurately and effectively	Use oratory technique
Simple short texts	Simple texts	A limited range of texts	A range of texts	A range of texts	A wide range of texts
Interact in simple and rehearsed exchanges	Interact in basic rehearsed and some unrehearsed exchanges	Interact in rehearsed and unrehearsed exchanges	Engage actively	Engage actively	Engage actively
Understand and respond	Understand and respond	Understand and respond	Understand, interpret and respond	Understand, analyze and respond	Understand, analyze, evaluate and respond
Identify and recognize	Recognize and understand	Understand	Construct meaning/interpret	Construct meaning/analyze	Evaluate

## Course Assessment

Students will be assessed on their ability to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Organize ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyze and respond to a range of written and spoken texts

Assessment for phases 1 to 6 of MYP language acquisition is criterion-related, based on four equally weighted assessment criteria.

<b>Criterion A</b>	<b>Listening</b>	Maximum 8 points
<b>Criterion B</b>	<b>Reading</b>	Maximum 8 points
<b>Criterion C</b>	<b>Speaking</b>	Maximum 8 points
<b>Criterion D</b>	<b>Writing</b>	Maximum 8 points

The language acquisition subject group objectives correspond to assessment criteria. Each criterion has nine possible achievement levels (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. All strands of all four assessment criteria are addressed at least twice in each year of the MYP.

### **Criterion A Listening:**

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

### **Criterion B Reading:**

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

### **Criterion C Speaking:**

Texts used to produce the speaking task should include modes such as visual and spatial modes.

### **Criterion D Writing:**

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task.

## Final Grades

Throughout a Language acquisition course, teachers use formative assessments to determine students’ strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments,

language teachers use a variety of formative assessments to scaffolding student development of content knowledge and skills.

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment).

Final grades are derived according to the grade boundaries provided by the IB:

<b>Grade</b>	<b>Boundaries</b>
1	0 – 5
2	6 – 9
3	10 – 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 – 32

**Croatian teacher: Idana Perić, M.A.**