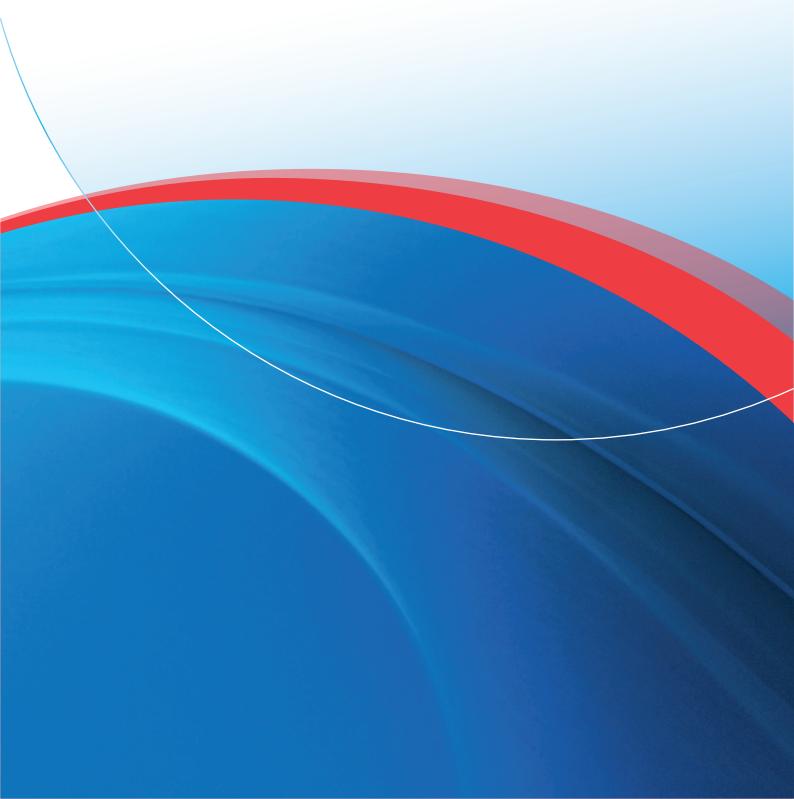# Language B: Sign languages guide

For use from September 2012/January 2013

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Middle Years Programme
Language B: Sign languages guide

The International Baccalaureate Organization (known as the IB) offers three high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Contents

How to use this guide

This guide supplement is for use from September 2012 or January 2013, depending on the start of the school year, and for first use in final assessment in June 2013 and December 2013.

This guide supplement is for use with the Middle Years Programme (MYP) language B subject guide. The subject guide provides the framework for teaching and learning in languages B in the MYP and must be read and used in conjunction with this supplement and with the document *MYP: From principles into practice* (August 2008).

Teachers must refer to the MYP *Language B guide* (March 2012), and specifically the sections headed:

- "Requirements" (see "Resources")
- "Developing conceptual understanding through inquiry in language B" (see "The areas of interaction and inquiry")
- "Special educational needs in the MYP"
- "The role of language across the curriculum"
- "The role of the librarian in the MYP"
- "Information and communication technology"
- "Academic honesty"
- "Language B glossary".

This guide supplement will give both teachers and students clear aims and objectives for MYP sign languages B, as well as details of assessment requirements.

Acknowledgment

This guide supplement has been produced in collaboration with MYP educators from various IB regions who have been involved in the following ways.

- Providing feedback and advice from schools and workshops
- Providing verbal and written participation at curriculum review and development meetings
- Providing verbal and written comments on draft versions of the guide
- Trialling sections of the guide

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide supplement.

Rationale

> Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.
>
> (Savignon 1997: 169)

The principal rationale for learning additional languages is to further intercultural awareness and international-mindedness, both central to the IB's mission, through:

- the acquisition of the language of a culture, and

- the possibilities to reflect upon and explore cultural perspectives.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

In all IB programmes, the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development.

The IB acknowledges that learning additional languages greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills. Language is central to learning, as well as to literacy. Learning a language B in the MYP equips students with the necessary multiliteracy skills and attitudes to be interculturally competent, enabling them to communicate successfully in the global contexts of the 21st century.

The study of an additional language provides students with the opportunity to:

- develop insights into the features, processes and craft of language and the concept of culture

- realize that there are diverse ways of living, behaving and viewing the world.

The MYP language B course aims to encourage students to:

- gain competence in a language other than their mother tongue

- develop a respect for, and understanding of, diverse linguistic and cultural heritages

- become equipped with a skills base to facilitate further language learning.

Why study a sign language?

The deaf can do everything but hear.

(Irving King Jordan

first deaf president of Gallaudet University, quoted in 2006)

The study of a sign language as a language B offers the chance to explore a rich aspect of the cognitive, creative, linguistic and cultural diversity of humanity. Sign languages are used and learned by millions of members of our deaf and hearing global community to communicate with people who are deaf or hard of hearing.

In addition to the shared aims of all MYP languages B, the study of a sign language:

- promotes understanding of different attitudes, values and perspectives within and far beyond a student's own community

- facilitates communication between deaf and hearing communities, which may otherwise not have the skills or opportunities to do so.

It is essential to understand that there is no universal sign language and that different countries use different sign languages. Students may choose to study any of the officially recognized sign languages in use by deaf communities around the world.

Sign languages are visual-spatial languages that have their own morphology, vocabulary, grammar and syntax, and do not correspond to the oral and written language of the same name. The complex grammatical system used to convey meaning in a sign language may include the following:

- handshapes or non-manual features (including movements of the eyes, head and body, as well as various kinds of facial expressions and mouth patterns)

- spatial movement

- finger-spelling.

Many sign languages may also use regional variations and colloquialisms.

Language B within the IB continuum

The IB language B continuum

In IB World Schools offering the Primary Years Programme (PYP), all students have the opportunity to learn more than one language from at least the age of 7. MYP language B builds on experiences in language learning that students have gained during their early years. Knowledge, conceptual understanding and skills will have been developed in the PYP through transdisciplinary units of inquiry or independent language inquiry. Students continuing on to the Diploma Programme (DP) will have a grounding in at least one language B and will have developed an inquiring, reflective approach to language learning.

In the MYP, students are required to learn at least two languages and are encouraged to learn more. It is a requirement that schools provide sustained language teaching in at least two languages for each year of the MYP. Students are able to study at least one language A and at least one language B, or two languages A.

The IB strongly recommends that, wherever possible, truly multilingual students should:

- work towards the language A objectives in both languages
- maintain and develop their mother tongue by studying it as one of the language options.

The range of courses available in the DP has been designed to address and acknowledge the complexity and range of language profiles that students may bring to the classroom. The DP offers a comprehensive range of language courses in two groups.

- Group 1—studies in language and literature
- Group 2—language acquisition

Students are required to study one group 1 and one group 2 subject, or two group 1 subjects. The MYP language B and the DP group 2 courses share some common aims, namely to:

- encourage students to gain competence in an additional language with the long-term goal of balanced bilingualism
- enable students to develop lifelong learning skills
- encourage students to develop an awareness and understanding of the perspectives of people from other cultures.

The MYP sign language B course aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

In all three IB programmes, language learning is recognized as a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase of language development.

Currently, sign languages are not offered in the DP. Therefore, possible pathways for students continuing on to the DP could be:

- an ab initio language course, or

- two courses from group 1.

For a clear and comprehensive outline of the continuum of language and learning within the IB programmes, as well as a common pedagogy for language and learning, please see *Language and learning in IB programmes* (September 2011).

Sign languages aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims, moreover, suggest how the student may be changed by the learning experience.

The aims of the teaching and learning of MYP sign languages are to:

- enable the student to use language effectively as a means of communication, providing the skills necessary for study, work and leisure

- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components

- enable the student to develop an appreciation of a variety of multimedia and non-literary texts, and develop critical and creative techniques for comprehension

- promote creative- and critical-thinking skills

- offer insight into the cultural characteristics of the communities where the language is used to communicate

- encourage an awareness and understanding of the perspectives of, and relationship between, deaf and hearing cultures, locally and in the wider community

- promote involvement with different communities

- access varied sources of information through visual and multimedia resources

- foster curiosity, a lifelong interest and an enjoyment in language learning.

Sign languages objectives: Year 5

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

At the end of the course students should be able to:

- communicate information, ideas and opinions, self-correcting and rephrasing to maintain communication
- request and provide information in signed communication contexts
- engage actively in communication using comprehensible and culturally appropriate signs
- take part in formal and informal communications
- demonstrate comprehension of specific factual information and attitudes, expressed in signed contexts
- identify main ideas and supporting details and draw conclusions from signed texts
- understand and appropriately use structures and vocabulary
- interpret and construct visuals and multimedia resources in a variety of situations and for a range of purposes and audiences.

Sign languages assessment criteria: Year 5

Please note that the assessment criteria in this supplement are for first use in final assessment in June 2013 and December 2013.

All schools that offer a course in the sign languages category **must** use the assessment criteria published in this supplement for final assessment of the language, although local or national requirements may involve other assessment models and criteria as well. The achievement levels described have been written with year 5 final assessment in mind. For guidance on modifying the criteria for years 1–4, please refer to *MYP: From principles into practice* (August 2008).

The following assessment criteria have been established by the IB for sign languages in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria (even if schools are not registering students for IB-validated grades and certification).

Criterion A	View language	Maximum 8
Criterion B	Express language	Maximum 8
Criterion C	Exchange language	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Detailed descriptions of the assessment criteria and band descriptors follow.

Criterion A: View language

Maximum: 8

Students should be able to:

- view, understand and extract information from signed text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • identifies **basic information** stated in **context** with **familiar language** • shows a **limited understanding of the text(s) overall** • shows a **limited** understanding of the difference between informal and formal signing.
3–4	The student: • identifies **stated information**, **main ideas** and **some supporting details** in texts with **familiar language** • shows an **understanding of some parts of the text(s)** • shows **some** understanding of the difference between informal and formal signing.
5–6	The student: • identifies **stated and implied information**, **main ideas** and **supporting details** in texts with **familiar and some unfamiliar language** and/or **complex ideas** • **draws conclusions** • shows an **understanding of most parts of the text(s)** • shows an **understanding** of the difference between informal and formal signing.
7–8	The student: • identifies **stated and implied information**, **main ideas** and **supporting details** in texts with **familiar and unfamiliar language** and/or **complex ideas** • **draws conclusions** and **recognizes opinions and attitudes implied within the text** • **identifies some aspects of format and style** where appropriate • shows a **good understanding of the text(s) overall** • shows a **good** understanding of the difference between informal and formal signing.

Criterion B: Express language

Maximum: 8

Students should be able to:

- produce signed text (use visual language, signs and non-manual features) to express experiences, convey meanings and ideas.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • has difficulty expressing language, and expression **consistently interferes** with comprehensibility • uses a **limited** range of vocabulary and structures (signs and non-manual features in visual and/or oral contexts); some are used **inappropriately or incorrectly**. Errors **interfere frequently**.
3–4	The student: • has some difficulty expressing language; expression can **sometimes interfere** with comprehensibility • uses a **basic range** of vocabulary and structures (signs and non-manual features in visual and/or oral contexts) with **occasional mistakes**. Errors **sometimes interfere**.
5–6	The student: • makes **occasional mistakes** but these **rarely interfere** with comprehensibility and expression of language • uses a **range** of vocabulary and structures (signs and non-manual features in visual and/or oral contexts) **appropriately** • **attempts to use idioms and reflects own culture-specific behaviours and nuances in language contexts** • **uses register** appropriate to the context. Errors **rarely interfere**.
7–8	The student: • expresses language clearly; makes **occasional mistakes** but these **do not interfere** with comprehensibility • uses a **wide range** of vocabulary and varied structures (signs and non-manual features in visual and/or oral contexts) **appropriately**, **including idioms** • **reflects own culture-specific behaviours and nuances in language contexts** • **uses register appropriate to the context**. Errors **do not interfere**.

Criterion C: Exchange language

Maximum: 8

Students should be able to:

- establish and maintain a signed exchange.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • is incoherent in communication of information; ideas are generally **irrelevant** and/or **repetitive**; opinions are **unsupported** • engages in the conversation in a limited way • has **difficulty in responding**, **even in familiar situations** • **often needs prompting** to encourage a response; conversation/dialogue **does not flow** • makes **limited** use of language strategies and features appropriate to context, purpose and audience.
3–4	The student: • has **some difficulty** in maintaining and exchanging information; ideas are **sometimes irrelevant** and/or **repetitive**; **some** opinions are **supported** • **has some difficulty engaging in the conversation** • **shows understanding** through **responding correctly in familiar situations** • needs **occasional prompting** to encourage a response, and this contributes to **some lapses in the flow** of conversation • uses **some** language strategies and features appropriate to context, purpose and audience.
5–6	The student: • maintains a clear exchange of information, though there is **some difficulty with more complex ideas** • exchanges ideas that are **relevant but not always developed**; opinions are **usually justified** • **shows understanding** through **responding correctly in familiar and some spontaneous situations** • can **maintain the flow** of conversation, and **may show some active** and/or **spontaneous engagement** • needs **occasional prompting** but this **does not disturb the flow** of conversation • uses a **range** of language appropriate to context, purpose and audience.

Achievement level	Level descriptor
7–8	The student: • communicates in a clear and effective exchange of information; both **simple and complex ideas are relevant and developed**; opinions are **justified** • **shows understanding** through **responding correctly in familiar and spontaneous situations** • contributes to the **coherent flow** of conversation; is **actively and spontaneously engaged**; any prompting is natural and **does not disturb the flow** • uses a **broad range** of language appropriate to context, purpose and audience.

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, IB World Schools offering the MYP must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this supplement are based on language B objectives. The achievement levels described have been written with year 5 final assessment in mind.

All schools **must** use the assessment criteria published in this supplement for final assessment of the sign language, although local or national requirements may involve other assessment models and criteria as well.

In years 1–4, schools will probably wish to adapt the expected achievement levels for each criterion according to the progression of learning organized by the school. Schools may add other criteria and report on these internally to parents and students.

Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published must be used when awarding achievement levels. Teachers must clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in languages, teachers need to clarify exactly what "uses a broad range of language appropriate to context, purpose and audience" means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the assessment criteria, using the published criteria but with some wording changed to match the task

- a signed discussion of the expectations

- a task sheet that explains the expectations.

It is important that teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required.

When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published assessment criteria, nor introduce new aspects. When awarding achievement levels in year 5, teachers themselves should always use the published criteria.

Please also see the section "Sign languages: Moderation" in this supplement for guidance on what is required as part of background information.

The "best-fit" approach

The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not used in MYP assessment.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section "Assessment".

Determining the final grade for certification

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1.   Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria at intervals during the final year in the subject. For the purposes of final assessment, teachers **must** ensure that wherever possible, for each student, they make **several judgments against each criterion**. MYP sign languages have **three** criteria and so **at least six** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment.

If a whole criterion is deemed inappropriate for a particular sign language, please contact myp@ibo.org for guidance **as soon as the school begins the language course**.

Important: If more than one teacher is involved in one subject for a single year group, the school must ensure internal standardization is used to provide a common system for the application of the assessment criteria to each student. In joint assessment, internal standardization is best achieved by:

- the use of common assessment tasks

- shared assessment between the teachers

- regular contact between the teachers.

In certain schools, students may be grouped according to ability within the same subject. In such cases, the teachers' final assessment of student performance across all groups must be based on a **consistent application of the assessment criteria to all students**. A different standard should not be applied to different groups.

2.   Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate achievement level for each criterion. Where the judgments for a criterion differ for specific assessment tasks, the teacher must decide which level best represents the student's final standard of achievement.

Important: Teachers should not average the levels gained in the final year of assessment for any given criterion. Students can develop academically right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds to a student's general level of performance for each of the criteria towards the end of the programme.

3.   Determining the final criterion levels total

The final levels for each criterion must then be added together to give a final criterion levels total for each student. In a sign language, students have the opportunity to gain a maximum level of 8 for each of the criteria A, B and C. Therefore, the initial criterion levels total will be up to a maximum of 24.

The assessment criteria for sign languages are directly aligned with MYP language B in skill requirements and weighting. Therefore, once teachers have determined the initial criterion levels total as described above, out of a maximum of 24, they must then **double this total** to give a final criterion levels total, which will be up to a maximum of 48. This is the final criterion levels total that will be submitted to the IB via IBIS (IB information system) for those schools that have registered students to receive IB-validated grades.

4. Determining the final grade for sign languages

Grade boundaries must be applied to the criterion levels totals to decide the final grade for each student.

The grade boundaries for language B apply to sign languages. Please see the MYP *Coordinator's handbook* (updated annually) for the table of grade boundaries for language B.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest) on the IB record of achievement, where students have been registered for IB-validated grades. The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the conversion table to determine a student's final language grade, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Schools requiring **IB-validated grades** are required to use **only** the published MYP subject-specific criteria as a basis for the final results that they submit to the IB (both for moderation and as final assessment for certification).

Other schools (those not requiring IB-validated grades) will use the published criteria together with any necessary additional criteria that they have developed independently, and report internally to students and parents. These schools may decide on their own grade boundaries (if using published and additional criteria), or use the boundaries published by the IB.

Sign languages: Moderation

The following details apply **only** to schools that request **IB-validated grades**.

> It is anticipated that a small number of schools will be teaching any given sign language, and it is therefore possible that full moderation will not be available. Instead, these languages will more likely come under the "non-sampled languages" category. That is, teachers are required to internally standardize their curriculum and assessment with the other languages B in the school that do undergo moderation, and are required to submit the non-sampled language paperwork to the IB early in the final year of the programme (please see section G of the MYP *Coordinator's handbook* for specific information). The student work requested as part of this paperwork should follow the guidelines listed in this supplement under "Prescribed minimum".

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students' own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB must be assessed using the assessment criteria and achievement levels listed in this supplement.

> The submission date for moderation samples is before the end of a school's academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students' work after moderation samples have been submitted, as these later tasks will also contribute towards the student's final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice* (August 2008), section "Moderation".

Teachers should note that there are three distinct steps to the moderation process.

- Step 1: Submission of moderation samples
- Step 2: Submission of criterion levels totals
- Step 3: Award of MYP grades

Step 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the MYP *Coordinator's handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **four folders of students' work** with each folder representing the work of a single student. In the case of sign languages, videotape evidence of a student's work is understood to be part of the "folder of a student's work".

The selection of student work should be representative of a range of abilities comprising:

- one comparatively good folder

- two folders showing average ability, and

- one comparatively weak folder.

Only the work of students registered for IB-validated grades should be submitted. If there are fewer than four students registered, the sample will therefore have fewer than four folders. In each folder teachers must include a completed coversheet *Form F3.1*. An additional folder (the background information folder) containing descriptions of the assessment tasks and background information for each task must be supplied.

Submitting electronic samples for moderation

Schools are encouraged to consider alternatives to paper-based moderation samples. Many are already submitting samples on CD-ROM; it is hoped that more schools will adopt this format in the interests of reducing courier costs and environmental impact. Schools are also asked to consider uploading samples on to websites such as Basecamp in order to avoid sending any physical materials at all. Schools that are interested in pursuing this option are asked to contact ibid@ibo.org for further information.

Prescribed minimum

If a full moderation sample is submitted for a sign language, the required number of judgments against each criterion is:

- criteria A, B and C: one judgment each.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

- **Criterion A:** View two signed texts and respond with a commentary.

- **Criterion B:** Create and participate in a video-recorded signed text, duration 3–5 minutes.

- **Criterion C:** Participate in a signed exchange, duration 3–5 minutes, to convey ideas and justify opinions.

Important notes

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this supplement.

- Teachers should ensure that the correct number of judgments is recorded for each criterion on the coversheet *Form F3.1*. The reverse of coversheet *Form F3.1* may contain information on extenuating circumstances for individual students if it is not already contained in the background information.

- Teachers should include the same tasks for all students in the sample wherever possible. Where the students have completed the same task, the conditions of that task should have been the same for all students (for example, the opportunity, or not, to use dictionaries).

- Tasks for final assessment and moderation must be devised to give students the opportunity to reach the highest achievement level of each criterion.

- Descriptions of the assessment tasks and background information should be compiled into a fifth folder. This should include a blank copy of the tasks with markschemes applied, as well as answer keys for the tasks as appropriate. This information does not need to be added into each of the four student folders. This should be submitted in the working language of the school (English, French, Spanish).

- Background information must document details that may be useful to the moderators, such as time allocation for an assessment task, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic, use of dictionaries, and so on.

- In the background information, evidence illustrating the teacher's application of the assessment criteria must also be documented, such as markschemes (with a copy of the relevant signed texts upon which the commentaries are based, worksheets, test paper, and so on), comments on student work, and descriptions of the ways the assessment tasks were presented to the students.

- Anything in the moderation sample that differs from the stated requirements should be explained in the background information.

- Student work submitted should reflect the types of assessment tasks used later in the year by the teacher for final assessment; ideally there should be a range of assessment tasks.

- Where possible, original student work should be submitted rather than photocopies. In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the MYP *Coordinator's handbook* for further information on how this work may be used and for the *Student claim of exclusive copyright* form if needed.

- If teachers and students use third-party material as stimuli and/or as part of their tasks, this material **must be fully referenced**. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

Step 2: Submission of criterion levels totals

Step 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples, teachers should continue to assess students' work until final assessment.

After final assessment, teachers should use the procedure described in "Determining the final grade for certification" to arrive at a criterion levels total for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on IBIS (IB information system), and submit this to the IB.

Step 3: Award of MYP grades

Following moderation in each subject, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

When a sign language is registered as a "non-sampled language", and has been internally standardized with other languages B within the school, any moderation factor that applies to the other languages B may also apply to the sign language.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered. Non-sampled languages will receive a general report for the languages subject group, and a language-specific feedback form.

The MYP *Coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Sign languages: Monitoring of assessment

The following details apply to schools **not** requesting IB-validated grades.

> It is anticipated that a small number of schools will be teaching any given sign language, and it is therefore possible that monitoring of assessment will not be available. Teachers are required to internally standardize their curriculum and assessment with the other languages B in the school that do undergo monitoring of assessment. If monitoring of assessment is available, please follow the guidelines below.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students' grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

If samples for monitoring of assessment are requested for a sign language, supporting documentation should be in English, French or Spanish.

Details on registering for monitoring of assessment and fees, as well as the latest updated versions of the coversheets, are available in the MYP *Coordinator's handbook*.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section "Monitoring of assessment". Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample.

1. As a requirement for the school's programme evaluation visit

2. As a pre-check before sending in samples for moderation

3. To receive guidance on a particular subject

4. Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, they are recommended to consider the prescribed minimum detailed in the "Sign languages: Moderation" section, as this is designed to give an even spread over the assessment criteria.

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample of assessed student work. These are the required minimum tasks listed in the "Sign languages: Moderation" section.

• criteria A, B and C: one judgment each.

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

• **Criterion A:** View two signed texts and respond with a commentary.

• **Criterion B:** Create and participate in a video-recorded signed text, duration 3–5 minutes.

• **Criterion C:** Participate in a signed exchange, duration 3–5 minutes, to convey ideas and justify opinions.

Please see the "Sign languages: Moderation" section for further notes and information on the tasks required above.

Requirements

Where specific requirements are not noted here, schools should refer to the MYP language B subject guide. For any further advice, please contact ibid@ibo.org.

At least two languages are a compulsory component of the MYP in **every** year of the programme. The course in the sign language must provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their language skills to their full potential.

In addition, the learning of these two languages must be **sustained**, that is, students must be allowed the opportunity to learn the same language in each year of the MYP and have that learning sustained across the entire year in each year of the MYP. Students should not discontinue one language partway through the MYP in order to begin a different language.

It is essential that teachers are allocated the number of teaching hours necessary to meet the requirements of the MYP language B course. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB recognizes that, in practice, more than 50 teaching hours per year will be necessary, not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of subjects that enables interdisciplinary study.

In order to establish a course structure and implement the language B subject area in the school, teachers will be the best placed to determine placement, progression and pathways for the students.

The teaching of the sign language must be structured within the school so that the final aims and objectives set by the IB for this subject group can be addressed effectively, taking into account any constraints particular to the sign language.

It is expected that courses in sign languages are structured according to the MYP curriculum requirements detailed in *MYP: From principles into practice* (August 2008). This includes using the MYP unit planner to structure units of work, and focusing units of work around the significant concept, area of interaction and unit question. For further guidance, please refer to *MYP: From principles into practice*.

Bibliography

Non-IB resources

British Sign Language Resources. http://www.british-sign.co.uk.

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