



NORTHBRIDGE
INTERNATIONAL SCHOOL CAMBODIA

Unit Five: History is back to life Assessment

Name:

Grade: 9

Subject: Language B--Khmer

Phases: 3 and 4

Unit Question: How does the past shape the present?

AOI: Human ingenuity

Your task: Make a podcast on one aspect of Cambodian history after the Angkor era.

Details and conditions: This has to be a five-minute podcast and based on different reading references.

Your podcast has to be based on different reading sources.

Submission: Thurs, Feb 20th at 8:40am (students who hand in their work late or do not hand in their work will not be let on the field trip.)

You will be assessed on the following MYP criteria:

Criterion A: Oral communication

Criterion C: Reading comprehension

Phase 3

Achievement level	Criterion A (Oral communication)	Criterion C (Reading comprehension)
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> ... has difficulty understanding information in familiar and some unfamiliar situations ... makes a limited attempt to respond appropriately to spoken texts in familiar and some unfamiliar situations ... makes a limited attempt to interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations ... makes a limited attempt to communicate information containing relevant ideas and some details in familiar and some unfamiliar situations ... uses limited vocabulary and grammatical structures, with frequent errors ... uses pronunciation and intonation that are inaccurate and consistently interfere with comprehensibility ... makes a limited attempt to use language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... has difficulty understanding information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language ... has difficulty understanding aspects of format and style, and author's purpose for writing ... makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view ... shows limited understanding of the content of the text as a whole.
3-4	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of some information in familiar and some unfamiliar situations ... responds to some spoken texts in familiar and some unfamiliar situations; some responses are inappropriate ... occasionally interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations ... communicates some information containing relevant ideas and some details in familiar and some unfamiliar situations ... uses a range of vocabulary and grammatical structures, with some inappropriate word choice and errors ... makes mistakes in pronunciation and intonation that sometimes interfere with comprehensibility ... uses some language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of some information, main ideas and supporting details in a limited range of texts with familiar and some unfamiliar language ... understands some aspects of format and style, and author's purpose for writing ... occasionally engages with the text by identifying ideas, opinions and attitudes in the text, and making some connections with own experiences, attitudes and points of view ... shows some understanding of the content of the text as a whole.

Achievement level	Criterion A (Oral communication)	Criterion C (Reading comprehension)
5-6	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of most information in familiar and some unfamiliar situations ... responds appropriately to most spoken texts in a range of familiar and some unfamiliar situations ... usually interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations ... communicates ample information containing relevant ideas and some details in familiar and some unfamiliar situations ... makes good use of a range of vocabulary and grammatical structures, generally accurately ... makes occasional mistakes in pronunciation and intonation but these rarely interfere with comprehensibility ... usually uses language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of most information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language ... understands most aspects of format and style, and author's purpose for writing ... usually engages with the text by identifying ideas, opinions and attitudes in the text, and making ample connections with own experiences, attitudes and points of view ... shows considerable understanding of the content of the text as a whole.
7-8	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of information in familiar and some unfamiliar situations ... responds appropriately to spoken texts in a range of familiar and some unfamiliar situations ... interacts in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations ... communicates substantial information containing relevant ideas and some details in familiar and some unfamiliar situations ... makes excellent use of a range of vocabulary and grammatical structures, generally accurately ... makes occasional mistakes in pronunciation and intonation but these do not interfere with comprehensibility ... uses language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... shows understanding of information, main ideas and supporting details, and draws conclusions in a limited range of texts with familiar and some unfamiliar language ... understands aspects of format and style, and author's purpose for writing ... engages with the text by identifying ideas, opinions and attitudes in the text, and making substantial connections with own experiences, attitudes and points of view ... shows thorough understanding of the content of the text as a whole.
Task specific indicators		
Teacher comments		

Phase 4

Achievement level	Criterion A (Oral communication)	Criterion C (Reading comprehension)
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> ... makes a limited attempt to construct meaning in familiar and unfamiliar situations ... makes a limited attempt to respond appropriately to spoken texts in familiar and unfamiliar situations ... makes a limited attempt to engage in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance ... makes a limited attempt to communicate information containing relevant and developed ideas and justified opinions in a variety of situations ... uses limited vocabulary and grammatical structures, with frequent errors ... uses pronunciation and intonation that are inaccurate and consistently interfere with comprehensibility ... makes a limited attempt to use language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... has difficulty constructing meaning from stated and implied information, main ideas or supporting details in texts with familiar and unfamiliar language ... has difficulty interpreting aspects of format and style, and author's purpose for writing ... makes a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view ... shows limited understanding of the content of the text as a whole.
3-4	<p>The student:</p> <ul style="list-style-type: none"> ... at times constructs meaning in familiar and unfamiliar situations ... responds to some spoken texts in familiar and unfamiliar situations; some responses are inappropriate ... occasionally engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance ... communicates some information containing relevant and developed ideas and justified opinions in a variety of situations ... uses a limited range of vocabulary and grammatical structures, with some inappropriate word choice and errors ... makes mistakes in pronunciation and intonation that sometimes interfere with comprehensibility ... uses some language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... constructs meaning by identifying some stated and implied information, main ideas and some supporting details in texts with familiar and unfamiliar language ... interprets some aspects of format and style, and author's purpose for writing ... occasionally engages with the text by identifying ideas, opinions and attitudes in the text, and making some connections with own experiences, attitudes and points of view ... shows some understanding of the content of the text as a whole.

Achievement level	Criterion A (Oral communication)	Criterion C (Reading comprehension)
5-6	<p>The student:</p> <ul style="list-style-type: none"> ... usually constructs meaning in familiar and unfamiliar situations ... responds appropriately to most spoken texts in a range of familiar and unfamiliar situations ... usually engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance ... communicates ample information containing relevant and developed ideas and justified opinions in a variety of situations ... makes good use of a range of vocabulary and grammatical structures, generally accurately ... makes occasional mistakes in pronunciation and intonation; these rarely interfere with comprehensibility ... usually uses language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... constructs meaning by identifying most stated and implied information, main ideas and supporting details, and drawing conclusions in texts with familiar and unfamiliar language ... interprets most aspects of format and style, and also interprets the author's purpose for writing ... usually engages with the text by identifying ideas, opinions and attitudes in the text, and making ample connections with own experiences, attitudes and points of view ... shows considerable understanding of the content of the text as a whole.
7-8	<p>The student:</p> <ul style="list-style-type: none"> ... constructs meaning in familiar and unfamiliar situations ... responds appropriately to spoken texts in a range of familiar and unfamiliar situations ... engages in rehearsed and unrehearsed exchanges to share informative and organized ideas on topics of personal and global significance ... communicates substantial information containing relevant and developed ideas and justified opinions in a variety of situations ... makes excellent use of a wide range of vocabulary and varied grammatical structures, generally accurately ... makes occasional mistakes in pronunciation and intonation; these do not interfere with comprehensibility ... uses language to suit the context. 	<p>The student:</p> <ul style="list-style-type: none"> ... constructs meaning by identifying stated and implied information, main ideas and supporting details, and drawing conclusions in texts with familiar and unfamiliar language ... interprets aspects of format and style, and author's purpose for writing ... engages with the text by identifying ideas, opinions and attitudes in the text, and making substantial connections with own experiences, attitudes and points of view ... shows thorough understanding of the content of the text as a whole.
Task specific indicators		
Teacher comments		