REQUEST FOR PROPOSALS:

Alignment and Coherence of Language Acquisition Development in the International Baccalaureate Middle Years Programme

About the International Baccalaureate Organization

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The organization has built a hard-earned reputation for quality, high standards and pedagogical leadership in the field of international education, encouraging students across the world to become engaged world citizens who are active, compassionate and lifelong learners.

Founded in 1968, the IB currently works with more than 4,335 schools in over 150 countries to develop and offer four programs to over a million students aged 3 to 19 years. The organization also provides professional development workshops for more than 70,000 teachers and administrators annually.

Research Scope

Over the past decade IB programmes across the world have grown substantially. Current projections estimate 10,000 authorized schools and 2 million IB students by the year 2020. To support the growth and development of the organization's programmes, the IB Research Department commission studies that seek to identify the impact and value of an IB education, and contribute to the next iteration of its curriculums. As part of this agenda, the current project will examine the IB Middle Years Programme (Students ages 11-16) Language Acquisition Subject Group (International Baccalaureate, 2014b)[1].

More specifically, the successful vendor will explore alignment and coherence (c.f., Porter, 2002, Brown, 2009, Fortus & Krajcik, 2012,) of the MYP Language Acquisition guide's description of linguistic development across ages 11 to 16. Two key foci for this examination include;

1. The alignment and coherence of language acquisition development as specified in five parts of the guide (an overview of these parts is given in appendix C);
    a. Are they a useful tool for curriculum mapping when designing and planning for development across ages 11-16 for language acquisition?
    b. Do they reflect the current research about development of middle school students' language acquisition knowledge, understanding and language learning needs?
    c. Do they map effectively with IB Primary Years and Diploma programme language acquisition course guides?

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[1] International Baccalaureate. (2014b) *Language acquisition Guide*. International Baccalaureate: Cardiff, Wales.

d. How do they compare and contrast with known standards for language acquisition. Potential comparison standards could include[2];
　　　　　i. the Common European Framework of Reference for Languages: Learning, Teaching, Assessment[3]
　　　　　ii. American Council on the Teaching of Foreign Languages World-Readiness Standards for learning Languages[4]
　　　　　iii. Hong Kong Education Bureau's Key Learning Areas; English and Chinese Language Education[5]
　　　　　iv. National or country-specific language acquisition standards such as a high and low performing country on PISA Literacy performance.
　2. The alignment and coherence of assessment criteria with the parts of the guide that address a developmental progression for language acquisition (see Appendix C, number 5 for a description).
　　　a. Do the summative criteria in the assessment model accurately reflect student's age 11-16 Language acquisition development?

The following sections of this document provide further details about the IB Middle Years programme, MYP Language Acquisition subject group, and also outline the study's goals and research questions, project budget, and expected completion date.

The International Baccalaureate Middle Years Programme

The IB Middle Years Programme (MYP), for students aged 11 to 16, provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The programme consists of eight subject groups (including Sciences, Individuals and societies, and Language acquisition) integrated through six global contexts for learning. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. The MYP is designed to accommodate the demands of most national or local curriculums and, like all IB programmes, seeks to support the social, emotional and physical well-being of students. More than 1100 IB World schools globally offer the MYP.

MYP Language Acquisition
The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. MYP language acquisition is a compulsory component of the MYP in every year of the programme. Schools must provide sustained language learning in at least two languages for each year of the MYP. Among the aims of MYP language acquisition are to encourage and enable students to:
- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

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[2] The IB welcomes vendor input with regards to the use of these standards as to if they are the most appropriate comparison base. In particular we are interested in the possible inclusion of an Asia Pacific and non-roman language view of language development.
[3] Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001) http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf
[4] ACTFL Proficiency Guidelines 2012 http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012
[5] Please see the Hong Kong Education Bureau's website; http://www.edb.gov.hk/en/curriculum-development/list page.html#

- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts

As with all subject groups, the MYP requires at least 50 hours of teaching time be dedicated to Language acquisition. For students participating in MYP on screen assessments, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

Coherence and Alignment of MYP Language Acquisition Development

Regarding how the MYP Language Acquisition written curriculum is organized to aid teacher planning and course design for language acquisition development across ages 11 to 16. In order to understand how the guide suggests this, it's necessary to first understand that language acquisition development in the MYP is organized by a course's[6] four broad objectives:

(A) Comprehending spoken and visual text,
(B) Comprehending written and visual text
(C) Communicating in response to spoken and/or written and/or visual text
(D) Using language in spoken and/or written form

Student placement and suggestions for a developmental progression of these objectives is addressed in five parts in the Language Acquisition guide:

(1) Planning a Progression of Learning: Phase-specific language acquisition objectives

(2) 6 Phases articulated in the MYP Language Acquisition Global Proficiency Table

(3) Language Acquisition Continuums

(4) Subject Specific Guidance for Assessment Task Design

(5) Assessment Criteria Rubrics for each of the six phases of language acquisition.

Each of the parts is described more fully in Appendix C to give interested vendors an understanding of how the current Language acquisition guide suggests teachers organize and plan for language acquisition development across ages 11 to 16. The full Language acquisition guide will be supplied on request (see appendix B for a full list of documents that can be requested).

Middle Years Programme Curriculum Review

In 2010, the IB reviewed the design of the MYP (Harrison, 2015) with the aim of providing a structure that more clearly enables students to be successful in further IB studies while also facilitating schools in combining the MYP with the requirements of national/state systems. This review resulted in significant changes to each of the MYP's individual subject group curriculums. In addition to this programme level review, each of the subject groups within the MYP undergoes a cyclical curriculum level review to ensure they remain relevant,

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[6] In the MYP Language Acquisition is a subject group. Individual courses, such as English, French or Spanish when taken as non-mother tongue (second) language for students fall within this subject group. The Language Acquisition guide gives schools general information about how to plan and assess such a course.

and reflect current educational thought in their disciplines. The explicit purpose of this RFP is to inform the MYP Language acquisition curriculum review cycle.

PROJECT GOALS

Research Objective

This Request for Proposals document issued by The Hague branch office of the International Baccalaureate invites interested vendors to submit proposals for an evaluation of the MYP Language Acquisition Guide. Specifically the IB is interested in the coherence, accuracy and alignment of these parts of the guide for supporting language acquisition development, including;

- Rationales for the inclusion, exclusion and integration of the language acquisition phases and continuums in the current course.

- The accuracy of the descriptions of phases for development across the guide according to current research thought about middle years (ages 11 to 16) language acquisition. This can be inclusive of a comparison to other standards of language acquisition (as suggested on page 2.).

- Coherence and alignment across the parts of the guide and assessment criteria with respect to language acquisition development.

- Alignment of the guide with PYP and DP language acquisition.

Research Questions

Research questions for this project may include but are not limited to the following:

1) How effectively does the MYP language acquisition course conceptualize and describe a progression of learning?
    a. Do the course's four 'communicative processes' (as expressed in objectives and assessment criteria) sufficiently reflect current thinking in educational research and practice with regard to language acquisition?
    b. Do the MYP's six 'phases' of language acquisition reasonably reflect current thinking in educational research and practice with regard to language acquisition development?
    c. Is the course's 'global proficiency table' precise, practical and integrated with MYP phases and communicative processes?
    d. Are the course's 'language acquisition continuums' (for Listening and speaking, Viewing and interpreting, Reading comprehension, and Writing) precise, practical and integrated with the other MYP phases and processes?
    e. Do the subject specific guidance for assessment task design create an alignment to the other parts of the guide which specify developmental progression?

2) How do the progressions of learning compare with known standards for language acquisition?[7]

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[7] See page 2 for possible comparison standards.

3) How effectively do the MYP language acquisition course's assessment criteria map onto its other progressions of language learning in the guide?

4) Are changes or refinements needed in the structure of MYP language acquisition guide to promote good teaching practice and efficiency in placement and evaluation of student progress in language acquisition?

5) Does the developmental progression as specified in the MYP language acquisition guide link sufficiently with PYP and DP language acquisition development?

PROJECT DESIGN

Regarding the project design, as a general guide, the vendor is expected to employ appropriate mixed-methods approaches to obtain and analyze both quantitative and qualitative data in order to address the study's key questions in a comprehensive manner. Of particular interest to this review might be instructional design research which addresses alignment and coherence (c.f., Porter, 2002). Relevant procedures and methods for this project include:

- Upon project signing early discussion and activities should focus on fully clarifying and documenting the purpose and needs underpinning the evaluation of the language acquisition progressions in the guide. This early stage should also be used to make clear the roles and responsibilities of the vendor team and IB staff. Efforts will also be directed to setting out reporting formats and reporting timelines that will have maximal use for the IB and other identified stakeholders.

- In tandem with the above activities, the successful vendor will review relevant MYP and IB documentation and undertake key informant interviews with IB Language acquisition curriculum staff to establish specific details regarding their Language acquisition programmes.

- Next, research questions could be addressed through an expert review panel of relevant MYP and IB programme documents. This panel should be comprised of experts in middle year's (ages 11 to 16) language acquisition as well as IB practitioners of language acquisition.

- Lastly, the successful vendor will be expected to document the processes, activities and learnings that take place throughout the entire project. This documentation will serve to provide a body of evidence upon which the MYP Language acquisition review team can draw on for subsequent activities in their review.

Please note that the vendor is expected to consult with the IB research department in the development of the final research plan and choice of data collection instruments (questionnaires, interview questions etc.) and sampling frames for any research activities. To ensure that all components of this research closely reflect organizational needs it is a mandatory requirement of this project that it is conducted in a highly interactive manner.

PROJECT BUDGET

The project budget for the proposed study is approximately 40,000 USD

KEY PROJECT DELIVERABLES

Key deliverables for this project include:
1. A comprehensive research plan
2. A limited literature review or annotated bibliography of the current state of Language acquisition in the middle years.[8]
3. A progress report for an internal review committee by September 2016
4. A final report adhering to the highest academic publishing standards will be due by December 31st 2016.
5. A Webinar or suitable presentation of results to IB staff and practitioners.

Detailed timelines for project deliverables will be negotiated with the successful vendor following contract signing and the vendor's familiarization with the i) MYP, and ii) needs and purposes of the evaluation of the Language acquisition developmental specifications. However it is expected that a progress report be available for the MYP Language acquisition review committee by September 2016.

SUBMISSION REQUIREMENTS

All proposals should include the following:
1. A one-page cover letter describing the vendor's interest in the project and the vendor's capacity to undertake the project.
2. Description of the services that the vendor will provide.
3. Research design and methodological approach: Descriptions should detail how the research design and methodological approach (including analysis of resulting data) will address the research questions outlined in the RFP.
4. Key personnel and their qualifications: Concise abstract of experiences that explains the background and expertise the vendor will bring to this project. Include CVs or resumes as attachments.
5. Itemized budget.
6. Indicative timeline of evaluation activities and deliverables.

REVIEW PROCESS & CRITERIA

Proposals will be evaluated on their methodological rigor, the feasibility of proposed timelines, and the proposed budget. Members of IB's research team will review proposals, and will seek input from external research advisors when appropriate. All applicants will be notified of the IB's decision within a month.

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[8] Final deliverables will be negotiated for a final legal contract

DEADLINES

Review of proposals will begin immediately upon receipt. All proposals received on or before **June 30, 2016** will be considered. The project should be completed by **February 2017.**

Please submit proposals by mail or electronically to:
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References

Brown, J. (2009) *Foreign and Second Language Needs Analysis* in Long, M. & Doughty, C. Handbook of Language Teaching. Blackwell. Oxford.

Creswell, J. & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.

Harrison, R. (2015) *Evolving the IB Middle Years Programme: Curriculum*. International Schools Journal. 34*. 2*.

Fortus, D. & Krajcik, J. (2012) *Curriculum Coherence and Learning Progressions*. In Fraser, B., Tobin, K, & McRobbie, C.J. (Eds) Second International Handbook of Science Instruction. Springer. New York.

International Baccalaureate. (2014). *MYP: From principles into practice*. International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2014a) *Language acquisition Guide*. International Baccalaureate: Cardiff, Wales.

Nicolson, M., & Hannah, L. (2010). *History of the Middle Years Programme*. International Baccalaureate: Cardiff, Wales.

Porter, A. (2002) *Measuring the Content of Instruction: Uses in Research and Practice*. Educational Researcher. 3. 7. 3-14.

Key changes introduced by the Middle Years Programme 'Next Chapter'

For institutional, educational and pragmatic reasons, the IB launched a broad review of the MYP in 2010 (Harrison, in press). The MYP 'Next Chapter project' resulted in significant changes with respect to the Middle Years Programme's structure and implementation, curriculum framework and assessment. Major drivers of the review were:

i)   A perception in the IB school community that the MYP was difficult and complex to implement (Nicolson and Hannah, 2011, p.35). This was especially true with state sponsored schools which had to contend with local context requirements that did not match easily with the MYP;

ii)   Recognition considerations where the MYP programme was under pressure to maintain reliability and manageability in its external assessment model;

iii) The need for developing a programme that fully reflected the IB's principles of teaching and learning, and was more explicitly integrated within the IB continuum and better supported student transition to the Diploma Programme.

Through cycles of action and reflection, involving the participation of international curriculum experts and MYP practitioners, the following major changes were introduced to the Middle Years Programme:

- The MYP's concept driven curriculum framework was refined to specify a list of concepts and a two-level structure of conceptual understanding that includes interdisciplinary 'Key concepts' and 'Related concepts' for selected subjects. MYP 'Key concepts' identify certain ideas as having special relevance or resonance for disciplinary subjects.

- The MYP now includes an explicit requirement that collaborative planning and reflection facilitates interdisciplinary learning; In the MYP Guide to school Authorization (International Baccalaureate, 2015) schools must show that they have at least one interdisciplinary unit that includes more than one subject group in each year of the MYP.

- MYP's former 'Areas of interaction' were subsumed within specified 'Global contexts' that provide shared starting points for inquiry into what it means to be internationally-minded.

- The MYP's original 'fundamental concepts' were re-cast to more fully reflect the IB's adoption of the Learner Profile across all programmes in 2006.

- The programme's inquiry cycle was re-worked to more clearly represent a simpler statement of (social) constructivist learning expressed by the troika of inquiry-action-reflection. This change is intended to make inquiry learning more explicit and reflective of constructivist learning principles.

- The IB's Approaches to Teaching in Learning (ATL) has become more explicitly incorporated within the MYP. Subsequently, ATL skill categories within the MYP Principles to Practice including Communication, Social, Self-Management, Research, and Thinking are integrated within MYP unit planners. This change has been introduced to provide schools greater pedagogical guidance and to better facilitate the integration of these skills in pedagogical planning and implementation.

- Whereas previously schools were required to offer courses from all eight MYP subject groups, for Years 4-5 schools can now offer six courses consisting of one course from each of the following five subject

groups; Language acquisition, Sciences, Language and Literature, Language acquisition and the Humanities. The sixth course can be offered from *either* 'Arts', 'Design', or 'Physical and health education' subject groups.

- Where formerly the MYP's external assessment was based solely on school-selected, moderated coursework, the MYP Next Chapter now offers a certification via e-assessments for select courses, in addition to re-vamped moderation requirements for the 'MYP Project'.

Appendix B

The following documents may be relevant when developing proposals for the current RFP. Vendors can use the contact details provided on page 7 to request the documents.

International Baccalaureate. (2009). _Primary Years Programme: Language scope and Sequence_. International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2012)._Teaching the disciplines in the MYP: Nurturing big ideas and deep understanding_. International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2013). _Diploma Programme Language B Guide._ International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2015). _Diploma Programme Language Ab Initio Guide._ International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2014b) _Language acquisition Guide_. International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2014c). _MYP: From principles into practice_. International Baccalaureate: Cardiff, Wales.

International Baccalaureate. (2015) _Further Guidance for MYP Languages_. International Baccalaureate: Cardiff, Wales.

Appendix C

MYP Student Development of Language Acquisition across MYP Years 1 to 5

This appendix describes briefly how the MYP Language Acquisition written curriculum is organized to aid teachers and schools in planning for student development across ages 11 to 16 (MYP Years 1 to 5). The course is organized around four broad objectives:

(A) Comprehending spoken and visual text,
(B) Comprehending written and visual text
(C) Communicating in response to spoken and/or written and/or visual text
(D) Using language in spoken and/or written form

Student placement and developmental progression in the MYP Language Acquisition written curriculum with these objectives is addressed in five parts in the guide:

(1) Planning a Progression of Learning: Phase-specific language acquisition objectives

(2) Phases articulated in the MYP Language Acquisition Global Proficiency Table

(3) Language Acquisition Continuums

(4) Subject Specific Guidance for Assessment Task Design

(5) Assessment Criteria Rubrics for each of the six phases of language acquisition

Each of the parts is described briefly in this appendix to give interested vendors an overview understanding of how the current course suggests teachers organize and plan for language acquisition development across ages 11 to 16. The full continuums are described in the MYP Language Acquisition Guide which can be requested at the e-mail cited on page 7 of this request for proposals. Please see Appendix B for a full list of documents which can be requested.

(1) Planning a Progression of Learning: Phase-specific language acquisition objectives

Each of the objectives is organized into six phases. The phases represent a developmental continuum of additional language learning. The written curriculum specifies for each broad objective, more specific objectives aligned to a phase. For example Objective A; 'Comprehending spoken and visual text' is broken down into 'identify basic facts, messages, main ideas and supporting details in everyday situations' in phase 1, but phase 6 lists that students 'should evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations'. Figure 1 below gives an example of the phase specific language acquisition objectives for planning a progression of learning.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
	Objective A: Comprehending spoken and visual text					
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show under-standing of messages, main ideas and supporting details in familiar situations	show under-standing of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations

Figure 1: Sample from Phase Specific Language Acquisition Objectives

(2) 6 Phases articulated in the MYP Language Acquisition Global Proficiency Table

This table gives teachers a high level indication of student competencies in each phase of the MYP language acquisition subject group. "The table provides six holistic statements describing a student's achievement against the course objectives towards being an *emergent communicator*, a *capable communicator* and a *proficient communicator*. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student should be able to do by the end of the phase. (International Baccalaureate, 2014b, p. 24)." This table was influenced by the Common European Framework of Reference for Languages (2001), and the American Council on the Teaching of Foreign Languages standards (2011). Figure 2 shows an example of this table from the guide.

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language,	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes

Figure 2: Example of the MYP Global Proficiency Table

(3) Language Acquisition Continuums

The Language Acquisition written curriculum specifies continuums for learning matched to language acquisition objectives and then specified across the six phases as described in the global proficiency table. There are four objectives and continuums; (1) Listening and Speaking, (2) Viewing and Interpreting, (3) Reading, and (4) writing. Within each continuum six phases explicate what a student should be able to do at the end of the phase. For

example by the end of phase 1 in the listening and speaking continuum a student 'should be able to understand and respond to simple, short spoken text.' The continuum also provides an indication of the evidence teachers can use to place and track progress. For example, evidence for phase 1 in the listening and speaking continuum for students' ability to respond to simple short spoken text includes that teachers show students can 'follow classroom directions and routines.' Figure 3 gives a sample of the MYP language acquisition continuum.

Listening and speaking continuum

Phase	One	Two	Three
Specific expectations for the end of the phase	The student should be able to: • understand and respond to simple, short spoken texts • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic vocabulary accurately • interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ correct tone.	The student should be able to: • understand and respond to simple spoken texts • communicate information containing relevant ideas and some details in a limited range of familiar situations • request and provide information in a limited range of familiar situations • use language appropriate to a limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic language accurately • interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	The student should be able to: • understand and respond to a limited range of spoken texts • communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.
Evidence	This will be evident when the student: • follows classroom directions and routines • understands basic phrases and expressions and uses them to interact • participates in a dialogue about an everyday situation using a model • uses gestures, actions, body language and/or words to communicate • recognizes some signs and	This will be evident when the student: • follows classroom routines and two-step instructions • participates in a dialogue/ role play about a familiar situation, without the use of a model • listens and shows understanding of the meaning of a song or a simple story told • expresses feelings and opinions	This will be evident when the student: • follows multi-step directions • listens and speaks in small-group and whole-class interactions and short talks • interacts in pair work, information gap and role-play activities • picks out main points in a story, song, or short informational text told • retells a story or event shared • uses vocabulary for a specific

Figure 3: Example of the MYP Language Acquisition Continuum

(4) Subject specific guidance for assessment task design

The Language Acquisition written curriculum further suggests formative and summative tasks within the phases as guides for the design of assessments. This section of the written curriculum lists a task type (i.e. Comprehension), matched to course objectives (e.g., 'Objective A Comprehending spoken and visual text') and aligned across phases 1 to 6. For example at phase 1, 'all questions and answers may be in a student's mother tongue, language of instruction or the target language' whereas in phase 6 'all questions and answers must be in the target language'. Figure 4 gives an example of the guidance for assessment task design.

Task type	Objective	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
A comprehension task comprising spoken and visual text in the target language with questions relating to both	Can be used to assess objective A	All questions and answers may be in mother tongue, language of instruction or the target language.	All questions and answers may be in mother tongue, language of instruction or the target language.	All questions and answers may be in mother tongue, language of instruction or the target language.	All questions and answers must be in the target language.	All questions and answers must be in the target language.	All questions and answers must be in the target language.

Figure 4: Subject Specific Guidance for Assessment Task Design

(5) Assessment Criteria Rubrics for each of the six phases of language acquisition.

Finally the Language Acquisition written curriculum guide lists specific assessment criteria for each objective and phase. For example; for objective (and criterion) A: Comprehending Spoken and Visual Text phase 1, three achievement levels are established for each phase. An example of Language Acquisition Guide's phase 1 for criterion A is shown in figure 5 below.

Criterion A: Comprehending spoken and visual text

Maximum: 8
At the end of phase 1, students should be able to:

i.   identify basic facts, messages, main ideas and supporting details

ii. recognize basic conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** basic facts, messages, main ideas and supporting details ii. has **limited** awareness of basic conventions iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. identifies **some** basic facts, messages, main ideas and supporting details ii. has **some** awareness of basic conventions iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Figure 5: Example of assessment criteria and phase

Planning the Language Acquisition Curriculum

In addition to the above parts of the guide, it's worth noting that it also illustrates how teachers can use the five parts together to plan their language acquisition courses. The diagram below gives an overview of this process. Additional tips and advice for this process can be found in the MYP Language Acquisition guide.
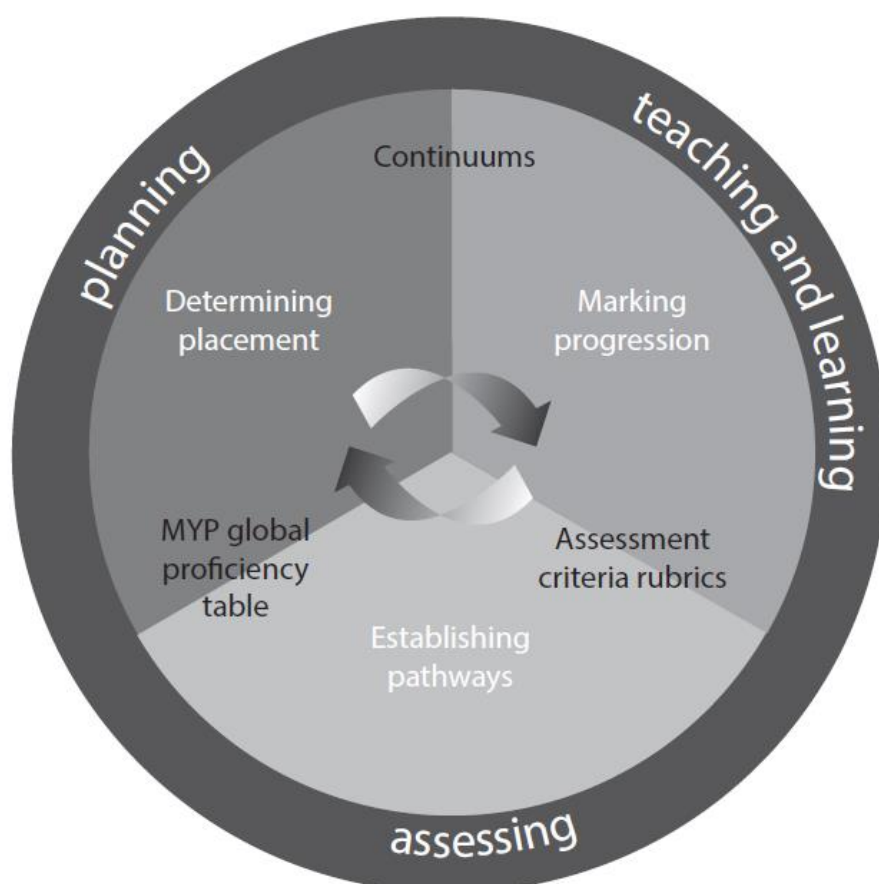

Diagram 1: Tools to Assist in Planning the Language Acquisition Curriculum