

INTERNAL ASSESSMENT PREPARATION

THE INTERNAL ASSESSMENT

In the new IB Language B program, students are required to complete an individual oral and an interactive oral activity during the second year of the course.

This Internal Assessment English Preparation CD is designed to prepare students primarily for the individual oral, but also for the interactive.

The Individual Oral

This assessment is based on the five options: cultural diversity, customs and traditions, health, leisure, science and technology.

Format:

In 15 minutes of supervised preparation time, the student is presented with two unseen photographs with a title or caption selected by the teacher. The photographs are related to different options studied in class. The student should select one photo and prepare a presentation.

Internal Assessment Mandarin Preparation

(For use with the IB Diploma Mandarin B Program)



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Part 1: the student describes the photograph and relates it to the options and the target culture(s) - 3-4 minutes. Guiding questions help focus the student.

Part 2: A discussion with the teacher based on the presentation follows. Note - discussion based on a topic from the other option

studied may also be introduced - 5-6 minutes.

In the Part 2 discussion, the student should show s/he can speak freely and coherently, expressing ideas, opinions and reflections about the target culture(s).



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The Individual Oral (continued)

In Part 2, the teacher should:

- probe more deeply into the students' understanding of the culture(s) reflected in the material
- encourage students to express opinions and engage in real conversation
- challenge the student's views to generate a more authentic discussion,
- include a connection with the student's own culture(s)

The Interactive Oral Activity

Although the Interactive Oral Activity is not based on still pictures and the option topics, the pictures included in the CD (and the activities below) can be used for interactive preparation.

Interactive activities will take place in the classroom and be assessed by the teacher. The highest of three marks will be submitted. One activity must be based on a listening activity. This component is based on the study of the core: communication and media, global issues, and social relationships.

Example activities: debate, class discussion, presentation, role play, role play interview - often after stimuli from a film, news broadcast, play, short story, article, etc.

The activities below also prepare students for the Interactive Oral Activity by building skills, fluency and confidence.

The teacher can replace a picture with another stimuli such as a documentary, news broadcast, written piece, film clip, and so on.

The teacher should ensure that all three core themes are studied and that students have some form of organizer for their materials (e.g. electronic

portfolio or hardcopies in folders).

Ensure that students are clear about the different topics for the interactive and the individual orals.

Internal Assessment Preparation Classroom Activities

The following activities are useful in preparing students for the Internal Assessments throughout the two-year course. Many of the activities can be adjusted or adapted - depending on the learning outcomes and student ability.

1. Think, Pair, Share

- a. Teacher shows a picture on screen (or students are given a handout).
- b. Students are put in pairs.
- c. Each student thinks about the question "What do I see?" and jots down notes.
- d. Students share with each other what they see in the picture in the target language.
- e. Whole class activity if desired.

2. I see, I think, I wonder

- a. Teacher shows a picture on screen (or students are given a handout).
- b. Individually, students jot down answers to the following questions: what do I see, what do I think, what do I wonder about?
- c. Teacher can then lead whole class discussion around the three questions. Alternatively, teacher can put students in groups to jigsaw.

3. Vocabulary Quest

- a. Teacher shows a picture on screen (or students are given a handout).
- b. In groups of 3-4, students share their vocabulary knowledge about each part of the picture (those that are visible and those that are thematic).
- c. Send a "thief" to every other group to collect their vocabulary.

d. Complete as whole class activity.

4. Web Quest

- a. Teacher shows a picture on screen (or students are given a handout).
- b. Pairs have 30 minutes to research topic.
- c. Perhaps use graphic organizer.

5. Question Makers

- a. Teacher shows a picture on screen (or students are given a handout).
- b. Pairs create 10 questions to ask others based on their pictures. Teacher should circulate, helping with question formation and structures.
- c. Put one pair with another pair so they practice asking and answering questions.

6. Socratic Seminar

- a. Place class in a circle arrangement
- b. Teacher shows a picture on screen (or students are given a handout).
- c. Use Think, Pair, Share activity for 10 minutes
- d. Explain to the class that you will ask questions based on the picture. Students should answer your question and then others should disagree, offer a different perspective, agree or pose another question.
- e. Teacher should prompt where needed and judge length of seminar.
- f. Repeat with new picture if desired.

7. What's Going On?

- a. Teacher shows a picture on screen (or students are given a handout).
- b. In pairs or groups, students ask and answer the following questions: "What's going on?" and "What do you see that makes you say that?"
- c. Depending on the tense you wish to emphasize, the question tenses can change (e.g. What happened?).
- d. This can later become a whole class activity.

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8. Explanation Game

- Teacher shows a picture on screen (or students are given a handout).
- Provide individual think time.
- In groups of 3-5, students take turns saying, "I notice that..." and then following up with "Why is it that way?" or "Why did it happen that way?"
- Note: this is good for causal relationships.

9. Headlines

- Teacher shows a picture on screen (or students are given a handout).
- Teacher explains/elicits the purpose of headlines in a newspaper or magazine. Perhaps show some examples.
- In pairs, students write a headline that in their view captures the essence of the picture.
- Whole class: students share headlines.
- Note: this activity could come before many other activities.

10. Think, Puzzle, Explore

- Teacher shows a picture on screen (or students are given a handout).
- To introduce a topic (e.g. anorexia), students can individually prepare answers to the following: "What do you think you know about this topic?", "What questions or puzzles do you have?" and "How can you explore this topic?"
- Students share in groups, discuss, and research answers on web.

11. Perspectives

- Teacher shows a picture on screen (or students are given a handout).
- Brainstorm different perspectives to an issue, based on the picture (e.g. computers, alcohol, etc).
- Put students in groups and ask them to come up with a persuasive presentation based on their perspective. Students can research if needed.
- After the presentation, other students can question, challenge, offer different points of view, etc.

12 Debate

- Teacher shows a picture on screen (or students are given a handout).
- Brainstorm different perspectives to an issue, based on the picture (e.g. computers, alcohol, etc).
- Put students in pairs and ask them to prepare different sides to a debate
- For the debate, Student 1 of Team A presents a prepared speech in favor of his team's point of view. Student 2 of Team B listens, makes notes, and then questions student Student 1 of Team A. Repeat process for Team B.
- Class decides winner.

13. Jigsaw

- Teacher shows a picture on screen (or students are given a handout).
- Individually, students label vocabulary, write 5 questions and 5 sentences.
- Pair students up to share. Then put two pairs together, and so on.

14. Gallery Walk

- Ask each student to come prepared with a picture related to the topic of the option studied.
- The students should come prepared, ready to explain their pictures.
- Place one third of the pictures on the classroom wall, spaced out by a few meters.
- The owner of the pictures should stand next to the picture on the wall.
- In pairs, the rest of the class should "visit" each picture as in an art gallery.
- The picture owner should explain the picture. The "audience" should ask questions.

15. Graphic Organizers

- Teacher shows a picture on screen (or students are given a handout).
- Assign a graphic organizer for students to complete. See google images for examples.

16. Impromptu

- Teacher shows a picture on screen (or students are given a handout).
- Student has 5 minutes to prepare an impromptu speech, presentation or story

17. Role Play

- Teacher shows a picture on screen (or students are given a handout).
- Pairs or groups prepare a skit (perhaps using note cards)

18. Narrative

- Teacher shows a picture on screen (or students are given a handout).
- Student makes up a story (perhaps with prior preparation)
- Works well with prior teaching of connectors (first, second, next, then, suddenly, etc)

19. Youtube

- Assign students an option topic, or let them choose a suitable one.
- Ask students to create a 2-3 minute video and upload it on youtube.
- Students should be creative, use music, different scenes, dialog, etc.
- Individual or in groups.
- Students should plan carefully first, and use the writing process for dialog.
- Upon completion, the whole class can watch the videos - preferably with some kind of feedback activity in the target language.
- Note: zamzar.com is useful for downloading once complete.

20. Audio Recording

- Teacher gives student a picture.
- Student has 15 minutes to prepare and then records presentation. Computer programs such as "Audacity" (PC) or "Photobooth" (MAC) are useful).
- Student listens to or watches presentation, with IB rubric.
- Student reflects how to improve - with or without teacher or peer feedback.

INTERNAL ASSESSMENT PREPARATION

21. Mini Presentation

- Teacher shows a picture on screen (or students are given a handout).
- Students prepare mini presentation of 2-3 minutes.
- Students present.
- Teacher and students ask questions.
- Note: students could also prepare at home.

22. Practice Individual Oral

- Teacher shows a picture on screen (or students are given a handout).
- Students prepare presentation of 3-4 minutes.
- Students present.
- Teacher and students ask questions.
- Note: students could also prepare at home.

23. Mock Individual Oral

- Teacher and student run through a mock Individual Oral.
- Teacher provides feedback, using IB rubric.
- This activity can also be completed by students in pairs or small groups.
- d. Students can also self-assess using rubric.

Acknowledgments

Some activities were adapted from Visible Thinking Routines. See:

http://www.pz.harvard.edu/vt/VisibleThinking_html_files/VisibleThinkingI.html

Internal Assessment Spanish Preparation

(For use with the IB Diploma Spanish B Program)



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Hints

- Use the IB rubrics as much as possible to familiarize students with them. Students can self-assess, assess others, or the teacher can assess. Sometimes it's useful just to look at one part of the rubric.
- Make the activities enjoyable and use formative assessment as much as possible.
- Google docs is a very useful tool for students to make notes about vocabulary and useful phrases throughout the IA study. These can be used for individuals or whole classes. Students can use google docs to review before the actual assessment.
- Graphic organizers really work. Try and have students use them as much as possible. See google images for ideas.
- Individual student blogs (or electronic portfolios) are useful for students to keep track of materials that relate to the oral throughout the course.
- Show students how to use the guiding questions to their advantage by answering the questions clearly using (usually) the same tense and vocabulary in the questions.

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For more information



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