

MYP language acquisition on-screen assessment model - frequently asked questions

These questions were collected during the live webinar entitled “MYP language acquisition – managing the transition to the new assessment model in place from May 2022” which took place on 3 November 2021. This webinar can be found here:

<https://ibo.webex.com/recording/service/sites/ibo/recording/6600e8431edc103abfeb005056822abc/playback>

Specimen

Where?

Q: Where can we find specimen examinations for language acquisition?

A: Specimen on-screen examinations are available on the Programme Resource Centre (PRC) in the ‘Specimen eAssessments’ section. Please note, to access the French specimens it is necessary to change the language of the Programme Resource Centre page to French, and to access the Spanish specimens it is necessary to change the language of the page to Spanish.

[Specimen eAssessments - Language acquisition - MYP resources - Home - IB programme resources centre \(ibo.org\)](#)

What?

Q: Which languages are available as specimens, and will specimens in other languages be available soon?

Specimen on-screen examinations are available in English, French, Spanish and Chinese only. No further specimen examinations will be released in advance of the May 2022 examination session. All May 2022 language acquisition on-screen examinations will be made available in January 2023 alongside all other subjects.

Why?

Q: Why do some texts and questions on different levels overlap on the specimen?

A: The revised on-screen examination blueprint, which will be in use in the May 2022 session, does not contain any overlap between the levels. For further information on the differences between the specimen and what to expect in May 2022, please refer to the trial development report: [MYP language acquisition trial – development report - Specimen eAssessments - Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: Why can't the IB publish specimen that reflect the changes brought to the blueprint?

A: Due to the length of time it takes to create each on-screen examination it is not possible to produce specimens that reflect the revised blueprint in advance of the May 2022 examinations.

How?

Q: The specimens need a candidate code, what should we put in as we are not real candidates?

A: User instructions for specimen and past on-screen examinations are available in the Programme Resource Centre: [Specimen and past on-screen examinations—user instructions - Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: In order to create mock examinations at schools, would you recommend any software or platform that teachers can use to create e-assessment exercises? Especially for the languages that specimens are not available.

A: The IB does not currently endorse or recommend any platform for schools to create their own on-screen assessments. The specimen assessments should enable students to familiarize themselves

with the new format of the digital environment and the questions demonstrate the range of question types as well as the expected demand on the candidates. Reviewing these, even if the language you teach is not available, provide insight to you and your candidates in preparation for the session.

Speaking task

Planning

Q: How will e-assessments for Criterion C be assessed?

A: Please refer to the internal assessment section of the guide for all details pertaining to the individual speaking assessment: [Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: Is the speaking task dependent upon a skeleton unit and global context as it was in the ePortfolio?

A: No, the IB will no longer publish partially-completed unit planners for language acquisition. Schools will be responsible for creating their own stimuli for the individual speaking assessments. There is no requirement to adhere to the prescribed global context for the individual speaking assessment.

Q: Are the speaking assessment stimuli required to reflect the global context?

A: There is no requirement for the individual speaking assessments to reflect the prescribed global context. The prescribed global context will only be reflected in the writing task in the on-screen examination.

Q: Are we likely to get examples of stimuli for the speaking exam?

A: No examples of stimuli will be published in advance of the May 2022 examination for the individual speaking assessment. Please refer to the internal assessment section of the guide for detailed information regarding the creation of effective multimodal stimuli: [Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: Can the stimuli for the speaking task be a video?

A: No.

Q: As there should mainly be pictures, drawings on the oral stimuli, can we write the overall global context in a corner or as the headline?

A: There is no requirement for the individual speaking assessment to reflect the prescribed global context for the session. Further details regarding the creation of an effective multimodal stimuli can be found in the internal assessment section of the guide.

Conducting the assessment

Q: How many stimuli are recommended for schools to provide for students? Previously there were 6 options for Criterion C.

A: Students are presented with one stimulus. Schools are responsible for creating their own stimuli for the individual speaking assessment and further guidance regarding the number of stimuli that should be created can be found in the eAssessment section of the guide: [Language acquisition - MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: Oral task- how important is the description of the picture as a stimulus? Should students describe it properly as they do in DP or do they just need to use it as support to discuss?

A: Please see the internal assessment marking criteria in the eAssessment section of the guide. Students will be assessed against their presentation of the stimuli and their discussion with the teacher.

Q: Which section should the teacher avoid recording?

A: For the IA speaking task, please avoid recording any identifying information, for example student or school names.

Submitting

Q: Should all stimuli for the individual speaking assessments be uploaded, or is it enough to upload the one the specific student has chosen?

A: Please refer to the Assessment Procedures document for further information regarding material to upload. The IB only required the stimuli and audio recording for the students selected as part of the moderation sample. [MYP resources - Home - IB programme resources \(ibo.org\)](#)

Q: Do we also need to include the supervised time for students in the internal assessment?

A: No, the supervised preparation time should not be included as part of the recording.

Q: When uploading the recording of the individual speaking assessment, will we also need to give a mark out of 32?

A: The mark (out of 32) must be entered in IBIS for all registered candidates. IBIS will then select the students whose work is to be externally moderated by the IB. For these students, schools are required to upload the audio recording and a copy of the stimulus.

On-screen exam: Listening, Reading and Writing tasks

Listening and Reading

Q: Are task 1 and 2 topics or themes related to any theme or topic present in the eAssessment section in the guide?

A: Yes, the texts for the listening and reading comprehension tasks for all levels may be linked to any of the topics listed in the eAssessment section of the guide. They may also be linked to each other by either topic or theme in order to answer the text comparison question(s).

Q: Does the language acquisition topic list apply to all levels?

A: Yes, all topics may feature in any exam regardless of the level. The level of challenge, however, will be different and adapted to each level.

Q: The prescribed global context only applies to task 3 writing. Could the IB provide more support on task 1 (comprehending spoken multimodal text) and task 2 (comprehending written multimodal) text, such as providing the theme or topic for each?

A: No, the IB will not release any information regarding topics or content in advance of students sitting the examinations.

Q: Could IB provide some supporting information for emergent students to understand strand ii and iii questions for Criterion A: Listening and Criterion B: Reading (for example, the meaning of the questions)?

A: There is no level-specific support available in the examination. The questions used in the examination will reflect what is expected of each level.

Q: How many marks will be allocated to each strand?

A: There is no set number of marks per strand and this may change from session to session. Each criterion will be assessed out of 32 marks and the aim is to create a balance between the strands.

Q: How many questions per strand? Will the questions be organised by strand?

A: There is no set number of questions per strand and this may change from session to session. Questions will be organised by strand; however, this will not be indicated in the exam.

Q: How many questions will there be in the reading and listening comprehension tasks?

A: There is no set number of questions per task and this may change from session to session.

Q: Will there be a word limit for descriptive responses in tasks 1 and 2?

A: No.

Q: Will any use be made of the criteria A and B level descriptors when judging students' performance in listening and reading, or will this just be an overall score out of 64?

A: The criteria are in the forefront of the authors mind when creating the comprehension questions and markschemes.

Q: Will there be a literary text for proficient level?

A: A literary text may be used at proficient level.

Text comparison

Q: Will the text comparison question(s) be part of task2?

A: Yes.

Q: Under which criterion (A or B) are the questions connecting the listening and reading texts assessed?

A: The texts comparison question(s) will be assessed against strand Aiii and/or Biii.

Q: The report on the trial says: 'In task 2 students may also be asked questions based on both the audio-visual and written-visual texts'. Is this still happening now that there is only one listening and one reading text?

A: There will be one or more questions in the examination that require students to analyse connections between the two texts – this could include similarities or differences. These questions will be assessed against strand Aiii and/or strand Biii.

Writing

Q: How will the global context be reflected in the written task and will it be applicable to all levels, even emergent level?

A: The writing task prompts will be inspired by the prescribed global context for all levels in a similar way to the ePortfolio assessment model. Examples of these tasks can be found on the Programme Resource Centre.

Q: Can you confirm that students at proficient level will need to write between 300-400 words in 35 minutes?

A: No, this information has been taken from table 11 in the guide and is a suggestion for designing school-based assessment tasks. It does not reflect the requirements of the on-screen examination. All information regarding eAssessment is located in the eAssessment section of the guide only.

Q: Will there be a word count on the writing section and how many words are students expected to write in task 3 at emergent/capable level?

A: A word range is provided within the examination for guidance only. Students will not be penalised for not reaching or exceeding this range. Written work is assessed against the marking criteria, not the length.

Q: Is there a recommended selection of text types to prepare students for?

A: The language acquisition course should offer students the opportunity to study a wide range of text types, however, the candidates' knowledge of text types will not be assessed in the examination.

Q: Do the two written prompts for the writing task have any visuals?

A: Like the ePortfolio writing tasks, the prompts will be multimodal.

Q: In case the students are unable to use accents, will they be penalised?

A: Spelling is not assessed in any of the on-screen examinations unless it seriously hinders communication. Please note that it is the responsibility of the school to ensure that all candidates are provided with the appropriate keyboard which will enable them to input the correct diacritics.

Q: You have said that writing tasks will be similar to the old ePortfolio tasks - but what were they like?

A: All ePortfolio speaking and writing tasks are available in the 'past session material' section on the language acquisition page of the Programme Resource Centre.

Q: Will students be able to copy and paste words from the texts in the reading comprehension task?

A: Yes, the copy and paste function will be available in all on-screen examinations.

Topic list and curriculum planning

Q: Do we have to cover all topics in the language acquisition guide?

A: The language acquisition topic list defines the examinable subject matter for the on-screen examinations and is used by authors when creating the examinations. Schools are reminded that the IB recommends at least 70 teaching hours in each of the final two years of the MYP programme regardless of the students' level.

Q: Will the IB provide teachers with a clearer topic list based on the global context? This will help us prepare lessons in preparation for the on-screen examinations.

A: The topic list is not designed to reflect the MYP global contexts. The global contexts establish a focus for meaningful teaching and learning.

Q: Could IB provide some possible topics/themes for emergent level listening/reading since it could be really challenging for students if the range is too general.

A: The language acquisition topic list can be found in the eAssessment section of the guide and has been significantly reduced from its previous iteration.

Q: If the learner is only in the beginning stage of capable level, they can still take emergent level assessment?

A: It is the responsibility of the school to determine which level is most suitable for their candidates.

Technical

For any technical queries, please refer to the [Exam preparation and administration](#) and the [Exam IT guidance](#) sections on the Programme resource Centre.

Q: Are candidates able to switch their keyboard input language from Chinese into English to respond to the questions?

A: Please refer to the documents [MYP on-screen examinations - IT requirements and school responsibilities](#) and [MYP on-screen examinations user guide - Exam preparation and administration - MYP resources - Home - IB programme resources \(ibo.org\)](#) available on the Programme Resource

Centre. While these documents currently refer to MYP language and literature, this guidance is also applicable for language acquisition. We will be updating these documents as soon as possible.

Q: Will there be an inbuilt keyboard on the screen?

A: The exam package itself does not contain an inbuilt keyboard; it only contains an option button to select the input languages that are already installed on the machine.

Q: Will the Mandarin examination just be characters or characters and pinyin? And will the responses need to be in Characters or pinyin or both?

A: Pinyin is the recommended input method for Mandarin.

Q: Will the eAssessments also accept traditional Chinese input characters as well as Pinyin?

A: The exam packages will accept both simplified and traditional Chinese input as long as the correct keyboard has been installed on the machine. Please, ensure this is done ahead of the examination day.

Q: For typing in Hindi, can students use Hindi phonetic tools in Windows, or would they use a keyboard which is inbuilt in the package?

A: Phonetic input tools can be used in the examination as long as they are installed on the machine prior to the examination. The exam package itself does not contain an inbuilt keyboard; it only contains an option button to select the input languages that are already installed on the machine.

Q: Will we get familiarization for the tools specifically for language acquisition eAssessments?

A: The familiarization packages available on the PRC in English, French and Spanish will be updated to include an opportunity for students to practice typing in the target language. All other functionality required for the on-screen language acquisition examinations is already covered in the familiarization packages, for example, drag and drop, highlighting tools, playing videos etc.

Q: Does the exam software allow for the typing of accents/umlauts/etc.? Will this be part of the familiarization software?

A: It is the responsibility of the school to ensure that candidates have access to an external keyboard allowing the input of diacritics.