

DP Spanish B

Preparing HL students for their IA



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Your Role as the Teacher

While the Individual Oral assessment is testing the students' knowledge and skills, you play a vital role in this assessment. The interactive oral must be student-inspired and created. Your role is to guide the student and monitor progress.

The individual oral assessment is probably the most intimidating part of the course for students. They are speaking in a second language, they are being recorded, and they have no idea what you are going to ask them.

It is important to practice this component on a daily basis. Train your students to understand the parts of the presentation.

In the first section of the presentation, the student is given two literary extracts to choose from. The literary extracts should be from each of the two literary works studied during the course. The student should choose one of the extracts to focus his presentation on. The student is allowed to make brief working notes to take into the testing room.

The second part of the presentation is a conversation that should expand on the observations the student has provided throughout the presentation. I encourage students to impress the examiners with all that they know regarding the extract, main message, and events in the extract.

Students then engage in conversation with the teacher for 4-5 minutes expanding on what they said during their presentation. I encourage students to study for this part by keeping a running list of key ideas that we discuss in class in relation to each of the themes.

I also tell them to pay close attention to the discussion questions that are used in the classroom. While those discussion questions will not be the exact questions used in the assessment, they will all relate to the theme and they give the students something to consider talking about.

In the third portion, I usually begin by stating that we studied four other themes during the course as well. My follow-up question usually relates to which theme they found to be the most interesting. From there, I let the student lead the discussion and inject clarifying questions regarding what they are saying and ask opinion questions for them to respond to in relation to the theme.

The month before we complete the individual oral, I encourage students to make a list of topics under each theme that we have studied during the course. Under each of the topics, I encourage them to list key ideas regarding each of the topics. This serves as a type of outline for them to study from as they prepare for the individual oral assessment.

My notes



The Structure of the Oral

Since at the HL level students are required to discuss a literary extract, it is important to consider how you as a teacher will choose the literary work that will be used during the official Individual Oral Assessment.

Be sure that the extract is one that is easily able to be identified from the works that were studied in class.

The text should contain enough information to allow students to

- display intercultural understanding
- engage with the situation presented in the extract
- offer some type of personal interpretation or opinion regarding the text
- allow for enough conversation between the teacher and the student after the presentation portion of the individual oral assessment

Teachers should also have enough questions prepared so that each student receives questions that are unique to their individual oral assessment.

The individual oral assessment is divided into 4 parts. The requirements for the HL level are outlined below.

Part 1: Supervised Preparation Time

The student is given two literary extracts to choose from. The extracts should consist of approximately 300 words each. The literary extracts should be from each of the two literary works studied during the course.

The student should choose one of the extracts to focus his presentation on.

The student is allowed to make brief working notes to take into the testing room.



Time Limit:
20 minutes

Part 2: The Presentation

The student presents the extract. The student should discuss the events, ideas and messages in the extract itself.



Time Limit:
3-4 minutes

Part 3: Follow Up Discussion

The teacher engages the student in conversation in relation to the content of the extract. The conversation should focus on expanding on observations that the student has provided in the presentation.



Time Limit:
4-5 minutes

Part 4: General Discussion

The teacher and student engage in a general discussion about one or more of the five required themes of the syllabus.



Time Limit:
5-6 minutes

Teacher Best Practices for Part 3

All questions asked during this part of the individual oral assessment should be open-ended questions that allow the student to demonstrate his ability to engage in authentic conversation.

Below are some example question starters that might be used during the follow-up discussion. Keep in mind that the questions below need to be asked in Spanish. This section should last 4-5 minutes.

- "In your presentation you said X, might you be able to explain what you meant?"
- "What do you think that the author meant with the expression.....?"
- "What connections can you make between this literary work and your own culture?"
- "What do you find most interesting in this passage related to culture?"

After 4-5 minutes, the teacher might move to the general discussion by stating the following:

- During this course we studied five themes. I would like to begin by discussing the theme_____. Why do you think that IB has this as one the themes that must be studied?

Regulations Regarding the Number of Required Stimuli

At the HL level, teachers will not be required to find more than **six** extracts to use for the individual oral assessment. Remember, each student must receive **two** literary extracts. Each extract should come from a different literary work.

Selecting HL literary extracts

The extract should be easily identifiable within the novel, poetry, or play and contains sufficient intercultural reference. The student will be asked to explain both of these aspects. We seek to encourage conversation, not to confuse the candidate.

The extract should also stimulate a reaction from the student. A good extract should allow for multiple reactions based on an understanding of the literature and on personal opinion. Perhaps the characters reacted differently to the situation you would like to discuss. The discussion of the characters' experiences and values might be an example of differences within society. The students should be able to identify experiences and values which would lead to various points of view in the story, the author's message, and finally a justification of their own point of view.

My notes



Lesson Plans & Activities

It is important to incorporate many opportunities into your classroom for students to practice speaking about literature so they are comfortable doing so during their IA. Here are some learning activities and lesson plans to help you plan out this part of the course.

Here are some learning activities and lesson plans to help you plan. Read through each type of activity. Then find the printable in the Resources section.

Reflection Activity for Unit Exams

This resource should be used as a homework assignment the day that a unit exam is given. It would require listening to a recording of their unit exam which imitates the Individual Oral Assessment. By having students reflect on their performance on practice IAs done in the classroom, they are familiarizing themselves with the language of the rubric and developing a deeper understanding of what the examiners are actually assessing on this portion of the IB exam.

In the resources section, find:

- A worksheet for students to fill out when reflecting on their practice IA.

Conversation Line

In this activity, I line students up in the front of the classroom in two lines facing one another. I alternate between asking relevant content questions related to the theme that is currently being studied and visual stimuli that are projected on the Promethean board related to the theme. Students interact with one another in relation to the question that was posed or interact about the visual that is presented.

Students are given maybe 2 minutes to interact before I ask them to move one place to the left. They now have a new partner, and another question is posed, or another visual stimuli are presented.

While students are speaking with one another, I walk between the two lines in order to make grammatical corrections, offer suggestions on rich vocabulary, or offer advice on how to add depth to what they are saying.

This activity takes approximately 15 minutes at the beginning of class, but it serves multiple purposes. First, it starts the class with students speaking in the target language. Second, they are able to practice interactive and productive skills. Third, they are learning vocabulary and getting ideas regarding the theme being studied from their classmates that they can use.

While I am not hearing every mistake that is being made, I am able to address a few during this time and make mental notes about what I want to speak to the group as a whole about when we return to our seats.

Idea Flow Chart

Use an Idea Flow Chart to train students for the individual oral assessment. While students are not allowed to use these actual sheets on the official individual oral assessment, these organizational tools could serve as a brainstorming tool to help students organize their thoughts and set a pattern of thought that could become routine for students to follow when practicing for this assessment.

In the resources section, find:

- An Idea Flow Chart worksheet you can give to your students to help them prepare for their IA.

IO Outline

Give students a type of template to follow and use as they are practicing in the classroom will facilitate their confidence on the IA.

If they are consistently practicing some sort of outline for the IA throughout the teaching of the course, when the day of the real assessment arrives, they will be able to formulate a natural and coherent response.

In the resources section, find:

- An outline template to use for this activity.

Paragraph Builders

In this activity, students are set in groups of no more than 4-5 students.

Students are given 5 minutes and one of the required themes. The first person to speak creates an oral topic sentence. The students continue to add a sentence one sentence at a time to build a coherent message regarding the theme. They are required to use a timer. If the student cannot produce a thought within 15 seconds, the activity must start over from the beginning.

This activity allows students to hear the ideas of others and build on those thoughts. As students become more advanced, every fifth student in this activity could be required to contribute a question related to the theme that the next person must respond to.

Graphic Organizers

The students should situate the extract within the context of the literary piece. They should start with the concrete (who, when, where, the main conflict) and move to the abstract: What is the author's intention and their reaction to the message?

When studying a novel, we always use the pre, during, post reading good practices and we are able to use the content from our themes to build context prior to reading.

In the resources section, find:

- A graphic organizer for a pre, during, and post reading practice with space for students to talk about the context of the work.

Grammar Complexity Routine

In getting students to use complex structures in their speaking and writing, keep a Google Doc for your class in which idioms that are encountered in resources are recorded and added to the “bank” to be learned and used. The instructor could start off with a list of idioms in English and show the companion expression in the target language.

The second practice to incorporate in daily speaking to gain grammatical complexity is to have students use a minimum of 5 different tenses when speaking and/or writing. At least one of these should be a demonstration of the understanding of the subjunctive, and for the “superstars” of the class, the inclusion of the past subjunctive is always worthy of recognition.

Scaffolding activities to provide for student success is critical with the individual oral assessment. As teachers we would never expect our students to walk in on the first day of the course and provide us with an acceptable individual oral assessment. We might not even tell our students about the individual oral assessment until trust and confidence is built between the students themselves as well as the teacher. At that point, the true craftsman would begin to introduce elements of the individual oral assessment and build on that foundation over time until the “house” is fully built and sturdy. It is at that point that students will accept the assessment as a normal part of any given day, and feel less intimidated by the official individual oral assessment.

Testing Schedules

While this day is stressful for the students, it is also a day that is a bit stressful for the teacher. Advance planning and consideration of these key questions will help in making sure that your assessment day runs as smoothly as possible.

Think about your answer to: **what are some of the organizational and technological questions do you have to consider in planning for this assessment?**

Design a testing schedule that would work for your individual school setting.

In the resources section, find:

- A testing schedule you can fill out to keep you organized.

Conclusion

The individual oral assessment for most students is the most intimidating assessment of the DP Spanish B course. It is intimidating to walk into a room with two recordings running and speak in your native language about a highly academic topic let alone being asked to complete this task in their second language. Be empathetic with your students! Encourage them! Remind them that you are their biggest fan and are pulling for them to be successful! And finally, celebrate when this assessment has been completed!

Now think about your specific students, classroom environment, and school programme to reflect on ways you can support your students. You can use the reflection sheet on the following page to help you.

Notes

Teacher Reflection

Think about your own students and classroom environment. What are some ways you can prepare your students for their IA?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Answers will likely include activities where students are practicing speaking, thinking independently, and collaborating with others.

My notes



Resources

Find all the printables that were discussed in this Print and Go Pack by downloading the individual files in this Pack.



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