

MYP ASSESSMENT BOOKLET YEAR 1



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CI Mission Statement

Choithram International through its holistic education aims to nurture lifelong learners, who will become responsible, compassionate, open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

CI Vision Statement

To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world.

Principles of MYP Assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve the highest levels, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. The school believes that teaching, learning and assessment are intrinsically interrelated. We are guided by the following principles-

- Children are differently abled and have different learning styles
- Children should play an active role in peer and self assessment
- They perform differently and the cultural experiences also influence their learning.

In MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate student’s achievement holistically.

School philosophy of Assessment

The school philosophy and the assessment philosophy are aligned, for assessment helps in achieving the school mission of making the students lifelong learners, balanced and responsible human beings with a wholesome approach to develop an understanding of the world around.

Assessment Practices

Assessment at Choithram International is a structured and coherent whole which is an amalgamation of formative and summative assessment, where all the above mentioned principles are put into practice.

Formative assessment

The objective of formative assessment is to monitor student learning to provide feedback regularly which can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need attention
- help faculty recognize where the areas where students are struggling and address problems to facilitate improvement

Summative assessment

The objective of summative assessment is to evaluate student learning at the end of a unit by comparing it against the IB defined MYP assessment criteria. Summative assessments provide an overview of a student's learning over the course of the period of reporting. Examples of summative assessments may include but are not limited to:

- a midterm exam
- End term exam
- a project
- an essay
- a product
- Year end exam

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.¹

Achievement Grades

Overall Achievement Grade boundaries ranging from 1-7 are assigned based on criterion-referenced standards specific to the subject. Student learning is evaluated at the end of the marking period (Term) based on the whole course rather than a few aspects of the course.

Faculty members use their best professional judgment in determining levels of performance, considering the evidence gathered in the student profile, notebook or portfolio, and valuing the most accurate demonstration of student performance, rather than averaging attainment grades over a marking period.

In addition to the overall achievement grade the following evaluations are determined to help communicate strengths and areas for growth in terms of effort:

- Ability to take initiatives
- Personal organization
- Contribution to classroom learning practices
- Ability to meet deadlines
- Work habits
- Efforts put to attain academic excellence

¹ <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

MYP YEAR 1 ASSESSMENT CRITERIA DESCRIPTORS

Language and Literature

Assessment for language and literature in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Language and literature assessment criteria: Year 1

Criterion A: Analysing

Maximum: 8

At the end of year 1, students should be able to:

- I. identify and comment upon significant aspects of texts
- II. identify and comment upon the creator's choices
- III. justify opinions and ideas, using examples, explanations and terminology
- IV. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts.
3-4	The student: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology

	iv. identifies some similarities and differences in features within and between texts.
5-6	The student: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts.
7-8	The student: i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts.

Criterion B: Organizing

Maximum: 8

At the end of year 1, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	The student:

	<ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 1, students should be able to:

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	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"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support ideas.

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas.

Criterion D: Using language

Maximum: 8

At the end of year 1, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	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"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression

	<ul style="list-style-type: none"> ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.

Language Acquisition- Assessment Criteria

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Emergent level- (Phase 1-2)

Criterion A: Listening

Maximum 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

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 stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections in simple authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.
Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections.

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 stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts. iii. interprets connections in simple authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the emergent level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.
3-4	The student: i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension iv.during interaction, communicates some relevant information.
5-6	The student: i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most of the relevant information.
7-8	The student: i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the emergent level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	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"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a partially-recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.

Mathematics-

Assessment for mathematics courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Mathematics assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
3-4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
5-6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations

	<ul style="list-style-type: none"> ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

Maximum: 8

At the end of year 1, students should be able to:

- i. apply mathematical problem-solving techniques to recognize patterns
- ii. describe patterns as relationships or general rules consistent with findings
- iii. verify whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns iii. (not demonstrated at this level).
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work iii. (not demonstrated at this level).
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns ii. suggest relationships or general rules consistent with findings iii. verify whether patterns work for another example.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to recognize correct patterns ii. describe patterns as relationships or general rules consistent with correct findings

	iii. verify whether patterns work for other examples.
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Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2).

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
- ii. use appropriate forms of mathematical representation to present information
- iii. communicate coherent mathematical lines of reasoning
- iv. organize information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand iv. (not demonstrated at this level).
3-4	The student is able to: i. use some appropriate mathematical language ii. use appropriate forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately organize information using a logical structure.
5-6	The student is able to: i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. communicate through lines of reasoning that are usually coherent iv. present work that is usually organized using a logical structure.
7-8	The student is able to: i. consistently use appropriate mathematical language

	<ul style="list-style-type: none"> ii. consistently use appropriate forms of mathematical representation to present information correctly iii. communicate clearly through coherent lines of reasoning iv. present work that is consistently organized using a logical structure.
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Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 1, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. describe whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success iii. (not demonstrated at this level) iv. (not demonstrated at this level) v. (not demonstrated at this level).
3-4	<ul style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. apply mathematical strategies to reach a solution to the authentic real-life situation iii. (not demonstrated at this level) iv. (not demonstrated at this level) v. state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. state correctly whether the solution makes sense in the context of the authentic real-life situation.

7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real life situation iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. explain the degree of accuracy of the solution v. describe correctly whether the solution makes sense in the context of the authentic real-life situation.
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Sciences

Assessment Criteria

Assessment for science courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

Sciences assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to

	problems set in familiar situations iii. apply information to make judgments, with limited success.
3-4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.
5-6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.
7-8	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 1, students should be able to:

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select a problem or question to be tested by a scientific investigation ii. select a testable prediction iii. state a variable iv. design a method with limited success.
3-4	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. state a testable prediction iii. state how to manipulate the variables, and state how data will be collected iv. design a safe method in which he or she selects materials and equipment.
5-6	The student is able to: i. state a problem or question to be tested by a scientific investigation

	<ul style="list-style-type: none"> ii. outline a testable prediction iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Criterion C: Processing and evaluating

Maximum: 8

At the end of year 1, students should be able to:

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a prediction based on the outcome of a scientific investigation, with limited success iv. state the validity of the method based on the outcome of a scientific investigation, with limited success v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and outline results iii. state the validity of a prediction based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method that would benefit the scientific investigation.

5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and outline results using scientific reasoning iii. outline the validity of a prediction based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize, transform and present data in numerical and/ or visual forms ii. accurately interpret data and outline results using correct scientific reasoning iii. discuss the validity of a prediction based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of year 1, students should be able to:

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Achievement level	Level descriptor
	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to, with limited success:</p> <ul style="list-style-type: none"> i. state the ways in which science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding iv. document sources.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state the ways in which science is used to address a specific problem

	<p>or issue</p> <p>ii. state the implications of using science to solve a specific problem or issue, interacting with a factor</p> <p>iii. sometimes apply scientific language to communicate understanding</p> <p>iv. sometimes document sources correctly.</p>
5-6	<p>The student is able to:</p> <p>i. outline the ways in which science is used to address a specific problem or issue</p> <p>ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor</p> <p>iii. usually apply scientific language to communicate understanding clearly and precisely</p> <p>iv. usually document sources correctly.</p>
7-8	<p>The student is able to:</p> <p>i. summarize the ways in which science is applied and used to address a specific problem or issue</p> <p>ii. describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor</p> <p>iii. consistently apply scientific language to communicate understanding clearly and precisely</p> <p>iv. document sources completely.</p>

Individuals and societies-

Assessment criteria: Year 1

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. use vocabulary in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

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 a research question ii. follows an action plan in a limited way to explore a research question iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.

3-4	The student: i. describes the choice of a research question ii. partially follows an action plan to explore a research question iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.
5-6	The student: i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.
7-8	The student: i. explains the choice of a research question ii. effectively follows an action plan to explore a research question iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results.

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.
3-4	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.
5-6	The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.
7-8	The student:

	<ul style="list-style-type: none"> i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions.
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Criterion D: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. rarely uses information to justify opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.
3-4	The student: <ul style="list-style-type: none"> i. identifies some main points of ideas, events, visual representation or arguments ii. justifies opinions with some information iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.
5-6	The student: <ul style="list-style-type: none"> i. identifies the main points of ideas, events, visual representation or arguments ii. gives sufficient justification of opinions using information iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.
7-8	The student: <ul style="list-style-type: none"> i. identifies in detail the main points of ideas, events, visual representation or arguments ii. gives detailed justification of opinions using information iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications

Design- Assessment criteria

Assessment for design courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Design assessment criteria: Year 1

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 1, students should be able to:

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of one existing product that inspires a solution to the problem
- iv. present the main findings of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. states the need for a solution to a problem ii. states the findings of research.
3-4	The student: i. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research.
5-6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research.

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research.
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Criterion B: Developing ideas

Maximum: 8

At the end of year 1, students should be able to:

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	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"> i. states one basic success criterion for a solution ii. presents one design idea, which can be interpreted by others iii. creates an incomplete planning drawing/diagram.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. states a few success criteria for the solution ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. states the key features of the chosen design iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. develops a few success criteria for the solution ii. presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. presents the chosen design stating the key features iv. creates a planning drawing/diagram and lists the main details for the creation of the chosen solution.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features

	iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.
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Criterion C: Creating the solution

Maximum: 8

At the end of year 1, students should be able to:

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.
3-4	The student: <ol style="list-style-type: none"> i. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. states one change made to the chosen design or plan when making the solution.
5-6	The student: <ol style="list-style-type: none"> i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. states one change made to the chosen design and plan when making the solution.
7-8	The student: <ol style="list-style-type: none"> i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. lists the changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

At the end of year 1, students should be able to:

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. defines a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3-4	The student: i. defines a relevant testing method, which generates data, to measure the success of the solution ii. states the success of the solution against the design specification based on the results of one relevant test iii. states one way in which the solution could be improved iv. states one way in which the solution can impact the client/target audience.
5-6	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7-8	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.

Arts

Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Developing	Maximum 8
Criterion C	Creating/Performing	Maximum 8
Criterion D	Evaluating	Maximum 8

Arts assessment criteria: Year 1/Novice

Criterion A: Investigating

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. describe an artwork or performance from the chosen movement or genre.

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. provides minimal or irrelevant information that is not related to the statement of inquiry ii. identifies features of an artwork or performance including some elements or techniques.	Basic Incomplete
3-4	The student: i. provides limited information that is not always related to the statement of inquiry ii. identifies features of an artwork or performance including two from elements, techniques and context.	Adequate Acceptable
5-6	The student: i. provides mostly relevant information that is related to the statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context.	Coherent Simple
7-8	The student: i. provides relevant information that is related to the statement of inquiry ii. describes features of an artwork or performance including two from elements, techniques and context.	Focused Detailed

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.

Criterion B: Developing

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited practical exploration of an idea or ideas ii. states some artistic choices but the artistic intention is unclear.	Ineffective Incomplete
3-4	The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention and states artistic choices.	Adequate Reasonable
5-6	The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.	Focused Considered
7-8	The student: i. demonstrates substantial and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.	Imaginative Thoughtful

Command term	Definition
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Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

Criterion C: Creating/Performing

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work.	Basic Undeveloped
3-4	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.	Adequate Reasonable
5-6	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7-8	The student: i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.	Honed Accomplished

Command term	Definition
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

Note: The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study. It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

Criterion D: Evaluating

Maximum: 8

At the end of year 1/Novice stage, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist.

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. identifies some elements of their own artwork or performance ii. makes a brief observation about their development as an artist.	Incomplete Superficial
3-4	The student: i. outlines some elements of their own artwork or performance ii. identifies some aspects of their development as an artist.	Adequate Reasonable
5-6	The student: i. describes their own artwork or performance ii. outlines their development as an artist.	Effective Considered
7-8	The student: i. analyses their own artwork or performance ii. describes their development as an artist.	Thoughtful Thorough

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.

PHE

Assessment for physical and health education courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

Physical and health education assessment criteria: Year 1

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. recalls some physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.
3-4	The student: i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
5-6	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate

	understanding.
7-8	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

Notes for criterion A

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

Criterion B: Planning for performance

Maximum: 8

At the end of year 1, students should be able to:

- identify goals to enhance performance
- construct and outline a plan for improving physical activity and health.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. states a goal to enhance performance ii. states a plan for improving physical activity and health.
3-4	The student: i. defines a goal to enhance performance ii. outlines a basic plan for improving physical activity and health.
5-6	The student: i. lists goals to enhance performance ii. outlines a plan for improving physical activity and health.
7-8	The student: i. identifies goals to enhance performance ii. constructs a plan for improving physical activity and health.

Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics,

martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

Maximum: 8

At the end of year 1, students should be able to:

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. recalls limited skills and techniques ii. recalls limited strategies and movement concepts iii. recalls limited information to perform.
3-4	The student: i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. recalls some information to perform.
5-6	The student: i. recalls and applies some skills and techniques ii. recalls and applies some strategies and movement concepts iii. recalls and applies some information to perform effectively.
7-8	The student: i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.

Notes for criterion C

- Criterion C must be assessed in performance/playing situations.
- A student's ability to recall and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply strategies and movement concepts could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply information to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance.

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 a strategy to enhance interpersonal skills ii. identifies the effectiveness of a plan iii. outlines performance.
3-4	The student: i. identifies strategies to enhance interpersonal skills ii. states the effectiveness of a plan iii. describes performance.
5-6	The student: i. identifies and sometimes demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan iii. outlines and summarizes performance.
7-8	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. describes the effectiveness of a plan based on the outcome iii. describes and summarizes performance.

Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.
- This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student's plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

IDL (Interdisciplinary Learning)

The following assessment criteria have been established by the IB for interdisciplinary units in the MYP. All interdisciplinary assessment in each year of the MYP must be based on the assessment criteria as provided in this section.

Criterion A	Evaluating	Maximum 8
Criterion B	Synthesizing	Maximum 8
Criterion C	Reflecting	Maximum 8

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge
- evaluate interdisciplinary perspectives within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none">• attempts to analyse by identifying disciplinary knowledge• attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.
3-4	The student: <ul style="list-style-type: none">• partially analyses by outlining the disciplinary knowledge• partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.
5-6	The student: <ul style="list-style-type: none">• analyses by describing disciplinary knowledge• evaluates by describing the strengths and limitations of interdisciplinary perspectives.
7-8	The student: <ul style="list-style-type: none">• fully analyses by explaining disciplinary knowledge• fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.

Note: Evaluating is based on students' integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry. In eAssessment, students analyse disciplinary knowledge and evaluate interdisciplinary perspectives within a source, work or text. The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students' analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification. Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use "best-fit" professional judgment to determine an appropriate level that represents each student's disciplinary knowledge from all participating disciplines.

Criterion B: Synthesizing

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • states how their product communicates interdisciplinary knowledge.
3-4	The student: <ul style="list-style-type: none"> • creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding • outlines how their product communicates interdisciplinary knowledge.
5-6	The student: <ul style="list-style-type: none"> • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how their product communicates interdisciplinary knowledge.
7-8	The student: <ul style="list-style-type: none"> • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • justifies how their product communicates interdisciplinary knowledge.

Note: For this criterion, strand i should be adapted to be task-specific to the purpose of integration

and the product. The command term in the first strand of criterion B is create. The other terms (selects/applies/develops/synthesizes) refer to the degree to which their created product communicates interdisciplinary understanding. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Criterion C: Reflecting

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • states the development of their own interdisciplinary learning • states how new interdisciplinary understanding enables action.
3-4	The student: <ul style="list-style-type: none"> • outlines the development of their own interdisciplinary learning • outlines how new interdisciplinary understanding enables action.
5-6	The student: <ul style="list-style-type: none"> • describes the development of their own interdisciplinary learning • describes how new interdisciplinary understanding enables action.
7-8	The student: <ul style="list-style-type: none"> • discusses the development of their own interdisciplinary learning • discusses how new interdisciplinary understanding enables action.

Note: For this criterion, “action” can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to extend their interdisciplinary understanding. Teachers can also encourage students to “take” action depending on school context and resources available.

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MYP LOGO

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