



**Choithram International**  
An IB World School  
....because every child deserves the best



## **MYP ASSESSMENT**

### **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 at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

The school understands 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 the 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 each 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 learners balanced and responsible human beings.

### **ASSESSMENT PRACTICES**

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

#### **Formative assessment**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors 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 work
- help faculty recognize where students are struggling and address problems immediately

#### **Summative assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- an essay
- a senior recital

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

### Achievement Grades

Overall Achievement Grade boundaries ranging from 0-8 are assigned based on criterion-referenced standards specific to the subject. Student learning is evaluated at the end of the marking period (semester) 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, taking into account the evidence gathered in the students file, grade book or portfolio, and valuing the most accurate demonstration of student performance, rather than just 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:

- Teamwork
- Personal organization
- Ability to meet deadlines
- Work habits
- Effort

### Criteria Descriptive for Assessment: MYP 2 and 3

In the MYP, assessment is closely aligned with the written and taught curriculum and subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1 or 2); adequate (3 or 4); substantial (5 or 6); and excellent (7 or 8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

### Language and literature (Language A)

Assessment criteria:

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

Criterion A: Analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationship among texts</li> <li>provides <b>minimal</b> identification and explanation of the effects of the creator’s choices on an audience</li> <li><b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> </ol>

	iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.
3-4	The student: i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationship among texts ii. provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.
5-6	The student: i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.
7-8	The student: i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts <b>thoroughly</b> ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience iii. gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.

Criterion B: Organizing

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

5-6	The student: i. makes <b>competent</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.

Criterion C: Producing text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination and sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience iii. selects <b>few relevant</b> details and examples to develop ideas.
3-4	The student: i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience iii. selects <b>some</b> relevant details and examples to develop ideas.
5-6	The student: i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience iii. selects <b>sufficient</b> relevant details and examples to develop ideas.
7-8	The student: i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience iii. selects <b>extensive</b> relevant details and examples to develop ideas with

	precision.
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Criterion D: Using language

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.
3-4	The student: i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication v. makes <b>some</b> use of appropriate non-verbal communication techniques.
5-6	The student: i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b> ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.
7-8	The student: i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> v. makes <b>effective</b> use of appropriate non-verbal communication techniques.

Language acquisition; French (Language B):

MYP 2 French continues with two phases i.e. Phase 1 (for beginners) or Phase 2 (a bit higher level)  
 MYP 3 French continues with two phases i.e. Phase 2 (a bit higher level) or Phase 3 (higher level than Phase 2)

### French (Language B) Phase 1

Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: The student: i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details ii. has <b>limited</b> awareness of basic conventions iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text. The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.
3-4	The student: i. identifies <b>some</b> basic facts, messages, main ideas and supporting details ii. has <b>some</b> awareness of basic conventions iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text. The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.
5-6	The student: i. identifies <b>most</b> basic facts, messages, main ideas and supporting details ii. has <b>considerable</b> awareness of basic conventions iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.
7-8	The student: i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details ii. has <b>excellent</b> awareness of basic conventions iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows <b>thorough</b> understanding of the content, context and

	concepts of the text as a whole.
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Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details ii. has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text. The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.
3-4	The student: i. identifies <b>some</b> basic facts, messages, main ideas and supporting details ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.
5-6	The student: i. identifies <b>most</b> basic facts, messages, main ideas and supporting details ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.
7-8	The student: i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.

Criterion C: Communicating in response to spoken, written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. makes <b>limited</b> attempt to respond to simple short phrases and basic

	<p>information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></p> <p>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</p> <p>iv. communicates with a <b>limited</b> sense of audience.</p>
3-4	<p>The student:</p> <p>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></p> <p>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics</p> <p>iv. communicates with <b>some</b> sense of audience.</p>
5-6	<p>The student:</p> <p>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</p> <p>iv. communicates with a <b>considerable</b> sense of audience.</p>
7-8	<p>The student:</p> <p>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</p> <p>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</p> <p>iv. communicates with an <b>excellent</b> sense of audience.</p>

Criterion D: Using language in spoken and written form

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</p> <p>ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b></p> <p>iii. makes <b>minimal</b> use of language to suit the context.</p>
3-4	<p>The student:</p> <p>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</p> <p>ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></p>



	iii. uses language to suit the context to <b>some degree</b> .
5-6	The student: i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these do not interfere with comprehensibility ii. organizes basic information and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii. <b>usually</b> uses language to suit the context.
7-8	The student: i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices <b>accurately</b> iii. uses language <b>effectively</b> to suit the context.

## French (Language B) Phase 2

Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Criterion A: Comprehending spoken and visual text

**Maximum: 8**

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

	concepts of the text as a whole.
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

**Maximum: 8**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li> <li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li> <li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to</li> </ul>

	<p>the text.</p> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken, written and visual text

**Maximum: 8**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

Criterion D: Using language in spoken and written form

**Maximum: 8**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b> , making understanding difficult ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b> iii. makes <b>minimal</b> use of language to suit the context.
3-4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , some of which make understanding difficult ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b> iii. uses language to suit the context to <b>some degree</b> .
5-6	The student: i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these do not interfere with comprehensibility ii. organizes basic information and ideas <b>well</b> , and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii. <b>usually</b> uses language to suit the context.
7-8	The student: i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas <b>clearly</b> , and uses a range of basic cohesive devices <b>accurately</b> ; <b>there is a logical structure and cohesive devices add clarity to the message</b> iii. uses language <b>effectively</b> to suit the context.

French (Language B) Phase 3

Assessment criteria:

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions ii. has <b>limited</b> understanding of conventions iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions. The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.
3-4	The student: i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions ii. has <b>some</b> understanding of conventions iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions. The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.
5-6	The student: i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions ii. has <b>considerable</b> understanding of conventions iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.
7-8	The student: i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions ii. has <b>excellent</b> understanding of conventions iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions ii. has <b>limited</b> understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text

	<p>based on personal experiences and opinions. The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. understands <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. understands <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> understands basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken, written and visual text

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</li> </ul>

	iv. communicates with <b>some</b> sense of audience and purpose.
5-6	The student: i. responds <b>appropriately</b> to spoken and/or written and/or visual text ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a <b>considerable</b> sense of audience and purpose.
7-8	The student: i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges iii. <b>effectively</b> expresses a <b>wide range</b> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an <b>excellent</b> sense of audience and purpose.

Criterion D: Using language in spoken and written form

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b> , making understanding difficult ii. organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b> iii. makes <b>minimal</b> use of language to suit the context.
3-4	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , some of which make understanding difficult ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b> iii. uses language to suit the context to <b>some degree</b> .
5-6	The student: i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b> , though these do not interfere with comprehensibility ii. organizes information and ideas <b>well</b> , and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b> iii. <b>usually</b> uses language to suit the context.
7-8	The student: i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b> ; <b>occasional errors do not interfere with communication</b> . When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy ii. organizes information and ideas <b>clearly</b> , and uses a range of basic cohesive devices accurately; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message

	iii. uses language <b>effectively</b> to suit the context.
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## Mathematics

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

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select appropriate mathematics when solving <b>simple problems in familiar situations</b> 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 <b>more complex problems in familiar situations</b> 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 <b>challenging problems in familiar situations</b> ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
7-8	The student is able to: i. select appropriate mathematics when solving <b>challenging problems in both familiar and unfamiliar situations</b> 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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>apply, with teacher support</b> , mathematical problem-solving techniques to discover <b>simple patterns</b> ii. <b>state predictions</b> consistent with patterns.
3-4	The student is able to:



	<ul style="list-style-type: none"> <li>i. <b>apply</b> mathematical problem-solving techniques to discover <b>simple patterns</b></li> <li>ii. <b>suggest relationships</b> and/or general rules consistent with <b>findings</b>.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li> <li>ii. <b>describe patterns</b> as relationships and/or general rules consistent with <b>findings</b></li> <li>iii. <b>verify</b> these relationships and/or general rules.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li> <li>ii. <b>describe patterns</b> as relationships and/or general rules consistent with <b>correct findings</b></li> <li>iii. <b>verify</b> and <b>justify</b> these relationships and/or general rules.</li> </ul>

Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> 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"> <li>i. use <b>limited</b> mathematical language</li> <li>ii. use <b>limited forms</b> of mathematical representation to present information</li> <li>iii. communicate through lines of reasoning that are <b>difficult to interpret</b>.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. use <b>some appropriate</b> mathematical language</li> <li>ii. use <b>appropriate forms</b> of mathematical representation to present information <b>adequately</b></li> <li>iii. communicate through lines of reasoning that are <b>able to be understood</b>, although these are <b>not always clear</b></li> <li>iv. <b>adequately organize</b> information using a logical structure.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>usually</b> use <b>appropriate</b> mathematical language</li> <li>ii. <b>usually</b> use <b>appropriate forms</b> of mathematical representation to present information <b>correctly</b></li> <li>iii. move between different forms of mathematical representation <b>with some success</b></li> <li>iv. communicate through lines of reasoning that are clear although <b>not always coherent or complete</b></li> <li>v. present work that is <b>usually organized</b> using a logical structure.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>consistently</b> use <b>appropriate</b> mathematical language</li> <li>ii. use <b>appropriate forms</b> of mathematical representation to <b>consistently</b> present information <b>correctly</b></li> <li>iii. move <b>effectively</b> between different forms of mathematical representation</li> <li>iv. communicate through lines of reasoning that are <b>complete and coherent</b></li> <li>v. present work that is <b>consistently organized</b> using a logical structure.</li> </ul>

Criterion D: Applying mathematics in real-life contexts

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. identify <b>some</b> of the elements of the authentic real-life situation ii. apply mathematical strategies to <b>find a solution</b> to the authentic real-life situation, <b>with limited success</b> .
3-4	The student is able to: i. identify the <b>relevant</b> elements of the authentic real-life situation ii. select, <b>with some success, adequate</b> mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to <b>reach a solution</b> to the authentic real-life situation iv. <b>describe</b> whether the solution makes sense in the context of the authentic real-life situation.
5-6	The student is able to: i. identify the <b>relevant</b> elements of the authentic real-life situation ii. select <b>adequate</b> mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to <b>reach a valid solution</b> to the authentic real-life situation iv. <b>describe</b> the degree of accuracy of the solution v. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.
7-8	The student is able to: i. identify the <b>relevant</b> elements of the authentic real-life situation ii. select <b>appropriate</b> mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to <b>reach a correct solution</b> iv. <b>explain</b> the degree of accuracy of the solution v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.

#### Individuals and societies (Humanities)

##### 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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. makes <b>limited</b> use of terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.

3-4	The student: i. uses <b>some</b> terminology <b>accurately</b> ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.
5-6	The student: i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: i. <b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b> ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.

#### Criterion B: Investigating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>identifies</b> a research question that is clear, focused and relevant ii. formulates a <b>limited</b> action plan or does not follow a plan iii. <b>collects</b> and <b>records limited</b> or <b>sometimes irrelevant</b> information iv. with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way.
3-4	The student: i. <b>formulates/chooses</b> a research question that is clear and focused and <b>describes</b> its relevance ii. formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question iii. <b>uses</b> a method(s) to collect and record <b>some relevant</b> information iv. with guidance, <b>reflects</b> on the research process and results.
5-6	The student: i. formulates/chooses a clear and focused research question and <b>describes</b> its relevance <b>in detail</b> ii. formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question iii. uses methods to collect and record <b>appropriate relevant</b> information iv. with guidance, <b>evaluates</b> on the research process and results.
7-8	The student: i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance ii. formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question iii. uses methods to collect and record <b>appropriate</b> and <b>varied relevant</b> information iv. with guidance, provides a <b>detailed evaluation</b> of the research process and results.

#### Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a style that is <b>not always</b> clear ii. organizes information and ideas in a <b>limited</b> way iii. <b>lists</b> sources of information <b>inconsistently</b>
3-4	The student: i. communicates information and ideas in a way that is <b>somewhat</b> clear ii. <b>somewhat</b> organizes information and ideas iii. <b>creates</b> an <b>adequate</b> reference list and <b>sometimes</b> cites sources.
5-6	The student: i. communicates information and ideas in a style that is <b>mostly</b> appropriate to the audience and purpose ii. <b>mostly</b> structures information and ideas according to the task instructions iii. creates an <b>adequate</b> reference list and <b>usually</b> cites sources.
7-8	The student: i. communicates information and ideas in a style that is <b>completely</b> appropriate to the audience and purpose ii. structures information and ideas <b>completely</b> according to the task instructions iii. creates a <b>complete</b> reference list and <b>always</b> cites sources.

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data iv. <b>identifies</b> different perspectives.
3-4	The student: i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information to make <b>some adequate</b> arguments iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.
5-6	The student: i. completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments

	iii. <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.
7-8	The student: i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.

## Sciences

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

### Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>recall</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>judgments</b> .
3-4	The student is able to: i. <b>state</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>scientifically supported judgments</b> .
5-6	The student is able to: i. <b>outline</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>unfamiliar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>interpret</b> information to make <b>scientifically supported judgments</b> .
7-8	The student is able to: i. <b>describe</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b> .

### Criterion B: Inquiring and designing

Achievement	Level descriptor
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level	
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>state</b> a problem or question to be tested by a scientific investigation, with <b>limited success</b> ii. <b>state</b> a testable hypothesis iii. <b>state</b> the variables iv. design <b>a method, with limited success.</b>
3-4	The student is able to: i. <b>state</b> a problem or question to be tested by a scientific investigation ii. <b>outline</b> a testable hypothesis <b>using scientific reasoning</b> iii. <b>outline</b> how to manipulate the variables, and <b>state</b> how <b>relevant data</b> will be collected iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment.</b>
5-6	The student is able to: i. <b>outline</b> a problem or question to be tested by a scientific investigation ii. <b>outline and explain</b> a testable hypothesis <b>using scientific reasoning</b> iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>sufficient, relevant data</b> will be collected iv. design <b>a complete and safe method</b> in which he or she <b>selects appropriate materials and equipment.</b>
7-8	The student is able to: i. <b>describe</b> a problem or question to be tested by a scientific investigation ii. <b>outline and explain</b> a testable hypothesis <b>using correct scientific reasoning</b> iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected iv. design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment.</b>

Criterion C: Processing and evaluating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data iii. <b>state</b> the validity of a hypothesis <b>with limited reference</b> to a scientific investigation iv. <b>state</b> the validity of the method <b>with limited reference</b> to a scientific investigation v. <b>state limited</b> improvements or extensions to the method.
3-4	The student is able to: i. <b>correctly collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>describe</b> results iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>state</b> the validity of the method based on the outcome of a scientific

	investigation v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.
5-6	The student is able to: i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>describe</b> results <b>using scientific reasoning</b> iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.
7-8	The student is able to: i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms ii. <b>accurately interpret data</b> and <b>describe</b> results <b>using correct scientific reasoning</b> iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b> iv. document sources, <b>with limited success</b> .
3-4	The student is able to: i. <b>outline</b> the ways in which science is used to address a specific problem or issue ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>sometimes apply</b> scientific language to communicate understanding iv. <b>sometimes</b> document sources <b>correctly</b> .
5-6	The student is able to: i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly</b>

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

### Design (Technology)

#### 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

#### Criterion A: Inquiring and analysing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states</b> the need for a solution to a problem ii. <b>states some of</b> the main findings of relevant research.
3-4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>outlines one existing</b> product that inspires a solution to the problem iv. <b>develops</b> a <b>basic</b> design brief, which <b>outlines some of the findings</b> of relevant research.
5-6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>describes</b> a group of similar products that inspire a solution to the problem iv. <b>develops</b> a design brief, which <b>outlines</b> the <b>findings</b> of relevant research.
7-8	The student: i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem <b>independently</b> iii. <b>analyses</b> a group of similar products that inspire a solution to the problem iv. <b>develops</b> a design brief, which <b>presents</b> the <b>analysis</b> of relevant



	research.
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Criterion B: Developing ideas

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>lists</b> a few basic success criteria for the design of a solution ii. <b>presents</b> one design idea, which can be interpreted by others iii. <b>creates</b> incomplete planning drawings/diagrams.
3-4	The student: i. <b>constructs</b> a list of the success criteria for the design of a solution ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) <b>or explains</b> key features, which can be interpreted by others iii. <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification iv. <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the chosen solution.
5-6	The student: i. <b>develops</b> design specifications, which <b>identify</b> the success criteria for the design of a solution ii. <b>presents a range of</b> feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others iii. <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification v. <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.
7-8	The student: i. <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected ii. <b>presents</b> a range of feasible design ideas, using an appropriate medium(s) <b>and annotation</b> , which can be correctly interpreted by others iii. <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification iv. <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>demonstrates minimal</b> technical skills when making the solution ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b> .
3-4	The student: i. <b>outlines</b> each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. <b>demonstrates satisfactory</b> technical skills when making the solution iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b>

	presented iv. <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.
5-6	The student: i. <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates competent</b> technical skills when making the solution iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.
7-8	The student: i. <b>constructs a logical</b> plan, which <b>outlines</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates excellent</b> technical skills when making the solution iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>explains</b> changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

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

Arts

Assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her art work.
3-4	The student: i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.
5-6	The student: i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.
7-8	The student: i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create,

	perform and/or present art.
3-4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.
5-6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.
7-8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.
3-4	The student: i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.
5-6	The student: i. presents a <b>substantial</b> outline of a clear and feasible artistic intention ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.
7-8	The student: i. presents an <b>excellent</b> outline of a clear and feasible artistic intention ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors

	below.
1-2	The student: i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her iii. presents a <b>limited</b> evaluation of the artwork of self and others.
3-4	The student: i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings ii. creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b> iii. presents an <b>adequate</b> evaluation of the artwork of self and others.
5-6	The student: i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings ii. creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her iii. presents a <b>substantial</b> evaluation of the artwork of self and others.
7-8	The student: i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b> , and <b>effectively</b> transfers learning to new settings ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii. presents an <b>excellent</b> evaluation of the artwork of self and others.

#### Physical and Health Education

##### 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

#### Criterion A: Knowing and understanding

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

	iii. <b>applies</b> physical and health terminology to communicate understanding.
5-6	The student: i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues and to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b> iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.
7-8	The student: i. <b>describes</b> physical and health education factual, procedural and conceptual knowledge ii. <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b> iii. <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding.

### Criterion B: Planning for performance

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

### Criterion C: Applying and performing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques with limited success ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with limited success iii. <b>recalls</b> and <b>applies</b> information to perform.
3-4	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b> iii. <b>identifies</b> and <b>applies</b> information to perform.
5-6	The student:

	i. <b>demonstrates</b> and <b>applies</b> skills and techniques ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b> .
7-8	The student: i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b> .

Criterion D: Reflecting and improving performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>identifies</b> strategies to enhance interpersonal skills ii. <b>states</b> the effectiveness of a plan iii. <b>outlines</b> performance.
3-4	The student: i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>states</b> the effectiveness of a plan based on the outcome iii. <b>outlines</b> and <b>summarizes</b> performance.
5-6	The student: i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>describes</b> the effectiveness of a plan based on the outcome iii. <b>outlines</b> and <b>evaluates</b> performance.
7-8	The student: i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>explains</b> the effectiveness of a plan based on the outcome iii. <b>explains</b> and <b>evaluates</b> performance.

### Inter Disciplinary Unit

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and ways of knowing from two or more disciplines or subject groups and integrate them to create new understanding.

Students demonstrate interdisciplinary understanding when they can bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

### Criterion A: Disciplinary grounding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: • demonstrates <b>limited</b> relevant disciplinary grounding.

3-4	The student: • demonstrates <b>some</b> relevant disciplinary grounding.
5-6	The student: • demonstrates <b>most necessary</b> disciplinary grounding.
7-8	The student: • demonstrates <b>extensive necessary</b> disciplinary grounding.

### Criterion B: Synthesizing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: • <b>establishes few and/or superficial</b> connections between disciplines.
3-4	The student: • <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding.
5-6	The student: • <b>synthesizes</b> disciplinary knowledge to demonstrate interdisciplinary understanding.
7-8	The student: • <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent and thorough</b> interdisciplinary understanding.

### Criterion C: Communicating

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: • communicates interdisciplinary understanding in a <b>limited way</b> .
3-4	The student: • communicates interdisciplinary understanding with <b>some</b> clarity.
5-6	The student: • communicates interdisciplinary understanding in a way that is <b>mostly</b> clear • <b>identifies</b> sources.
7-8	The student: • communicates interdisciplinary understanding with clarity, <b>organization and coherence</b> • <b>acknowledges</b> relevant sources.

### Criterion D: Reflecting

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: • <b>describes</b> strengths and limitations of the interdisciplinary learning process in a <b>limited way</b> .
3-4	The student: • <b>describes</b> strengths and limitations of the interdisciplinary learning process



	<ul style="list-style-type: none"> <li>• <b>states some</b> limitations or benefits of disciplinary knowledge in specific situations.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>• <b>explains</b> strengths and limitations of the interdisciplinary learning process</li> <li>• <b>states</b> some limitations <b>and</b> benefits of disciplinary <b>and</b> interdisciplinary knowledge in specific situations.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>• <b>evaluates</b> strengths and limitations of the interdisciplinary learning process</li> <li>• <b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>

**MYP General Grade Descriptors:** To arrive at a final MYP grade of each subject, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 which is then converted into a MYP grade on a scale of 1-7 as follows:

Grades	1	2	3	4	5	6	7
<b>Boundaries(Criterion Level Total)</b>	<b>0-5</b>	<b>6-9</b>	<b>10-14</b>	<b>15-18</b>	<b>19-23</b>	<b>24-27</b>	<b>28-32</b>

Grade	Boundary guidelines	Descriptor
1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom

		situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.