



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 1

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) – English / Hindi

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 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	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

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: 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	The student: 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

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

	below.
1-2	The student: 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	The student: 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	The student: 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	The student: 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

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 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	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression 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	The student: 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	The student: 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.

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

5-6	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably 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 considerable understanding of the content, context and concepts of the text as a whole.
7-8	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough 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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.
3-4	The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic aspects of format and style, and author's purpose for writing iii. engages adequately 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 some understanding of the content, context and concepts of the text as a whole.
5-6	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably 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 considerable understanding of the content, context and concepts of the text as a whole.
7-8	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough 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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience.
3-4	The student: i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience.
5-6	The student: i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience.
7-8	The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience.

Criterion D: Using language in spoken and written form

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

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 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 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 challenging problems in both

	<p>familiar and unfamiliar situations</p> <p>ii. apply the selected mathematics successfully when solving these problems</p> <p>iii. generally solve these problems correctly in a variety of contexts.</p>
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Criterion B: Investigating patterns

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. apply, with teacher support , mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns.
3-4	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.
5-6	The student is able to: 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	The student is able to: 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 .

Criterion C: Communicating

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 .
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 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

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. 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 .
3-4	The student is able to: 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. state, but not always correctly , whether the solution makes sense in the context of the authentic real-life situation.
5-6	The student is able to: 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	The student is able to: 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.

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 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

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

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: 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.

Criterion D: Thinking critically

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 the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.
3-4	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. uses information to give adequate opinions iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.
5-6	The student: i. identifies the main points of ideas, events, visual representation or arguments ii. uses information to give substantial opinions 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: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and 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
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Criterion A: Knowing and understanding

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 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

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 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	The student is able to: 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

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. 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	The student is able to: 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	The student is able to: 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	The student is able to: 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

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

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 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	The student: 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.

Criterion B: Developing ideas

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 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	The student: 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	The student: 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	The student: 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.

Criterion C: Creating 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: 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: 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: 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: 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

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.
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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 does not reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates limited awareness of the art form studied, including limited use of appropriate language ii. demonstrates limited awareness of the relationship between the art form and its context iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.
3-4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ii. demonstrates adequate awareness of the relationship between the art form and its context iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.
5-6	The student: i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ii. demonstrates substantial awareness of the relationship between the art form and its context iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.
7-8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing skills

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.

1-2	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied ii. demonstrates limited application of skills and techniques to create, perform and/or present art.
3-4	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.
5-6	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.
7-8	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

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 limited artistic intention ii. identifies limited alternatives and perspectives iii. demonstrates limited exploration of ideas.
3-4	The student: i. identifies an adequate artistic intention ii. identifies adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas.
5-6	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas.
7-8	The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas.

Criterion D: Responding

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 limited connections between art forms, art and context, or art and prior learning ii. demonstrates limited recognition that the world contains inspiration or influence for art iii. presents a limited evaluation of certain elements of artwork.

3-4	The student: i. identifies adequate connections between art forms, art and context, or art and prior learning ii. demonstrates adequate recognition that the world contains inspiration or influence for art iii. presents an adequate evaluation of certain elements of artwork.
5-6	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning ii. demonstrates substantial recognition that the world contains inspiration or influence for art iii. presents a substantial evaluation of certain elements of artwork.
7-8	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of art work.

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 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

	<p>knowledge</p> <p>ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. applies physical and health terminology consistently to communicate understanding.</p>
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Criterion B: Planning for 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. 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.

Criterion C: Applying and performing

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 skills and techniques ii. recalls some strategies and movement concepts iii. applies information to perform with limited success.
3-4	The student: i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform.
5-6	The student: i. recalls and applies skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. applies 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** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student’s ability to recall and apply **strategies and movement concepts** effectively 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

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.

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
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0	The student does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates limited relevant disciplinary grounding.
3-4	The student demonstrates some relevant disciplinary grounding.
5-6	The student demonstrates most necessary disciplinary grounding.
7-8	The student demonstrates extensive necessary disciplinary grounding.

Criterion B: Synthesizing

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

Criterion C: Communicating

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

Criterion D: Reflecting

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student describes strengths and limitations of the interdisciplinary learning process in a limited way .
3-4	The student describes strengths and limitations of the interdisciplinary learning process The student states some limitations or benefits of disciplinary knowledge in specific situations.
5-6	The student explains strengths and limitations of on the interdisciplinary learning process The student states some limitations and benefits of disciplinary and

	interdisciplinary knowledge in specific situations.
7-8	The student evaluates strengths and limitations of the interdisciplinary learning process The student describes some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.

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
Boundaries(Criterion Level Total)	0-5	6-9	10-14	15-18	19-23	24-27	28-32

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.
