

MYP ASSESSMENT BOOKLET YEAR 5



IB Mission Statement

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

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

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

CI Mission Statement

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

CI Vision Statement

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

Principles of MYP Assessment

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

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

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

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

School philosophy of Assessment

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

Assessment Practices

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

Formative assessment

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

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

Summative assessment

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

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

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

Achievement Grades

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

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

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

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

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

MYP Assessment
Principles of MYP assessment
Year 5 level

Language and literature - Assessment Criteria

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

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

Language and literature assessment criteria: Year 5

Criterion A: Analysing

Maximum: 8

At the end of year 5, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	The student: <ol style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience

	<p>iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</p> <p>iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.</p>
5-6	<p>The student:</p> <p>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. competently analyses the effects of the creator's choices on an audience</p> <p>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</p>
7-8	<p>The student:</p> <p>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. perceptively analyses the effects of the creator's choices on an audience</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</p>

Criterion B: Organizing

Maximum: 8

At the end of year 5, students should be able to:

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

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

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, 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 develop ideas.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5-6	The student:

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

Criterion D: Using language

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression 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;

	<p>errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques.</p>
5-6	<p>The student:</p> <p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques.</p>
7-8	<p>The student:</p> <p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques.</p>

Language Acquisition- Assessment Criteria

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

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

Proficient level (Phase 5-6)

Criterion A: Listening

Maximum: 8

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

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyses conventions in complex authentic texts iii. analyses connections in complex authentic texts.

Criterion B: Reading

Maximum: 8

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

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions, and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyses conventions in complex authentic texts iii. analyses connections in complex authentic texts.

Criterion C: Speaking

Maximum: 8

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

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i.uses a limited range of vocabulary ii.uses a limited range of grammatical structures with many errors which often hinder communication iii.uses pronunciation and intonation with many errors which often hinder comprehension iv.during interaction, communicates limited relevant information.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i.uses a basic range of vocabulary ii.uses a basic range of grammatical structures with some errors which sometimes hinder communication iii.uses pronunciation and intonation with some errors which sometimes hinder comprehension iv.during interaction, communicates some relevant information.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i.uses a range of vocabulary ii.uses a range of grammatical structures with a few errors which do not hinder communication iii.uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv.during interaction, communicates most relevant information.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i.uses a wide range of vocabulary ii.uses a wide range of grammatical structures generally accurately iii.uses clear pronunciation and intonation which makes the communication easy to comprehend iv.during interaction, communicates all or almost all the required information clearly and effectively.

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

Criterion D: Writing

Maximum: 8

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

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. organizes some information in a recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	The student: i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	The student: i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.
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Mathematics

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

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

Mathematics assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving more complex problems in familiar situations

	<ul style="list-style-type: none"> ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

Maximum: 8

At the end of year 5, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

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

	iii. verify the validity of these general rules.
7-8	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with correct findings iii. prove, or verify and justify, these general rules.

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 4 in year 5. However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 5, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

Criterion C: Communicating

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement levels	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. (not demonstrated at this level) iv. communicate through lines of reasoning that are difficult to interpret v. (not demonstrated at this level).
3-4	The student is able to: i. use some appropriate mathematical language ii. use appropriate forms of mathematical representation to present information adequately iii. (not demonstrated at this level) iv. communicate through lines of reasoning that are complete v. adequately organize information using a logical structure.

5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is usually organized using a logical structure.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete, coherent and concise v. present work that is consistently organized using a logical structure.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 5, students should be able to:

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

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

	<p>life situation</p> <p>iv. (not demonstrated at this level)</p> <p>v. discuss whether the solution makes sense in the context of the authentic real-life situation.</p>
5-6	<p>The student is able to:</p> <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation</p> <p>iv. explain the degree of accuracy of the solution</p> <p>v. explain whether the solution makes sense in the context of the authentic real-life situation.</p>
7-8	<p>The student is able to:</p> <p>i. identify the relevant elements of the authentic real-life situation</p> <p>ii. select appropriate mathematical strategies to model the authentic real-life situation</p> <p>iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <p>iv. justify the degree of accuracy of the solution</p> <p>v. justify whether the solution makes sense in the context of the authentic real-life situation.</p>

Sciences

Assessment Criteria

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

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

Sciences assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations

iii. analyse and evaluate information to make scientifically supported judgments.

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

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 5, students should be able to:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis

	<ul style="list-style-type: none"> iii. outline the variables iv. design a method, with limited success.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how relevant data will be collected iv. design a safe method in which he or she selects materials and equipment.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using correct scientific reasoning iii. explain how to manipulate the variables, and explain how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Criterion C: Processing and evaluating

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a hypothesis 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.

3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and explain results iii. outline the validity of a hypothesis 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.
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and explain results using scientific reasoning iii. discuss the validity of a hypothesis 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.
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collects, organize, transform and present data in numerical and/ or visual forms ii. accurately interpret data and explain results using correct scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation iv. evaluate the validity of the method based on the outcome of a scientific investigation v. explains improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline the ways in which science is used to address a specific problem or issue

	<ul style="list-style-type: none"> ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success.
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss the implications of using science and its application 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	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate 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.

Individuals and societies

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

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

Individuals and societies assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	The student: i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5-6	The student: i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	The student: i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of year 5, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the

	<p>research question</p> <p>iv. makes a limited evaluation of the process and results of the investigation.</p>
3-4	<p>The student:</p> <p>i. formulates a research question that is clear and focused and describes its relevance in detail</p> <p>ii. formulates and somewhat follows a partial action plan to investigate a research question</p> <p>iii. uses a research method(s) to collect and record mostly relevant information</p> <p>iv. evaluates some aspects of the process and results of the investigation.</p>
5-6	<p>The student:</p> <p>i. formulates a clear and focused research question and explains its relevance</p> <p>ii. formulates and follows a substantial action plan to investigate a research question</p> <p>iii. uses research method(s) to collect and record appropriate, relevant information</p> <p>iv. evaluates the process and results of the investigation.</p>
7-8	<p>The student:</p> <p>i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence</p> <p>ii. formulates and effectively follows a comprehensive action plan to investigate a research question</p> <p>iii. uses research methods to collect and record appropriate, varied and relevant information</p> <p>iv. thoroughly evaluates the investigation process and results.</p>

Criterion C: Communicating

Maximum: 8

At the end of year 5, students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <p>i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose</p> <p>ii. structures information and ideas according to the specified format in a limited way</p>

	iii. documents sources of information in a limited way.
3-4	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention.
5-6	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention.
7-8	The student: i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention.

Criterion D: Thinking critically

Maximum: 8

At the end of year 5, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations iv. identifies different perspectives and minimal implications.
3-4	The student:

	i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations iv. interprets different perspectives and some of their implications.
5-6	The student: i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations iv. interprets different perspectives and their implications.
7-8	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. thoroughly interprets a range of different perspectives and their implications.

Design- Assessment criteria

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

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

Design assessment criteria: Year 5

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research.

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

1-2	The student: i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design brief, which states the findings of relevant research.
3-4	The student: i. outlines the need for a solution to a problem for a specified client/target audience ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research.
5-6	The student: i. explains the need for a solution to a problem for a specified client/target audience ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses a range of existing products that inspire a solution to the problem iv. develops a design brief, which explains the analysis of relevant research.
7-8	The student: i. explains and justifies the need for a solution to a problem for a client/ target audience ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a range of existing products that inspire a solution to the problem in detail iv. develops a detailed design brief, which summarizes the analysis of relevant research.

Criterion B: Developing ideas

Maximum: 8

At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen 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. lists some basic design specifications for the design of a solution

	<ul style="list-style-type: none"> ii. presents one design, which can be interpreted by others iii. creates incomplete planning drawings/diagrams.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. lists some design specifications, which relate to the success criteria for the design of a solution ii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others iii. justifies the selection of the chosen design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others iii. presents the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates minimal technical skills when making the solution

	ii. creates the solution, which functions poorly and is presented in an incomplete form.
3-4	The student: i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution.
5-6	The student: i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow 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. describes changes made to the chosen design and plan when making the solution.
7-8	The student: i. constructs a detailed and logical plan, which describes the efficient use of time and resources, 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. fully justifies changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

At the end of year 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. designs a testing method, which is used to measure the success of the solution ii. states the success of the solution.

3-4	<p>The student:</p> <ol style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.
5-6	<p>The student:</p> <ol style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product testing iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance.
7-8	<p>The student:</p> <ol style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the product on the client/target audience.

Notes for criterion A

When developing the design brief, students should concisely summarize only the useful and relevant information they have found through their research. They will present this information in their own words. Students should not copy and paste information from sources without analysis or indicating relevance.

Notes for criterion B

- In MYP design, a feasible idea is one that the student can create within the allocated time with the tools and facilities available to them.
- Examples of “planning drawings/diagrams” for digital design solutions include website navigation maps, interface layout—aesthetic considerations (websites), detailed sketches (graphic design), detailed storyboards (video editing and animations), and so on.
- Examples of “planning drawings/diagrams” for product design solutions include scale drawing with measurements (orthographic), part and assembly drawings, exploded drawings, recipes, cutting plans, and so on.

Notes for criterion C

- When changes have been made to the solution, students must describe and justify each change. If there are no changes to the plan, students are not required to describe or justify any changes.
- Technical skills: A student’s level of technical skill can be determined using the following two factors:
 - the complexity of skill demonstrated
 - the level of guidance needed from the teacher to complete the task.

The teacher should determine an age-appropriate level of technical skill demonstrated by the student using a “best-fit” approach. A clarification is detailed below.

Minimal technical skills: Simple skills are demonstrated and the student requires a great deal of assistance after they have received initial instruction on how to use tools.

Satisfactory technical skills: Simple and complex skills are demonstrated and the student requires some assistance after they have received initial instruction on how to use complex tools.

Competent technical skills: Complex skills are demonstrated and the student generally works independently, requiring some guidance after initial instruction.

Excellent technical skills: A wide range of complex skills are demonstrated and the student works independently, requiring minimal guidance after initial instruction.

Notes for criterion D

- Product testing: This is a stage in the design process where versions of products (for example, prototypes) are tested against the design need (specification), applied to the context and presented to the end-user or target audience. These tests may include the collection and analysis of data. Types of testing include user trial and observation: (usability and intuitiveness), field/performance test: (functionality and performance), expert appraisal: (beta testing, consumer testing)
- Authentic tests: The tests are relevant to the project and are completed by appropriate testers to gain high-quality quantitative and qualitative feedback.

Arts

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

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

Arts assessment criteria: Year 5/Competent

Criterion A: Investigating

Maximum: 8

At the end of year 5/Competent stage, students should be able to:

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

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the	
1-2	The student: <ol style="list-style-type: none"> i. provides limited information that is not always related to the 	Basic Incomplete

	statement of inquiry ii. outlines features of an artwork or performance including two from elements, techniques and context.	
3-4	The student: i. provides mostly relevant information that is related to the statement of inquiry ii. describes features of an artwork or performance including two from elements, techniques and context.	Adequate Acceptable
5-6	The student: i. provides relevant information that is related to the statement of inquiry ii. analyses features of an artwork or performance including elements, techniques and context.	Focused Detailed
7-8	The student: i. provides comprehensive, relevant information that is related to the statement of inquiry ii. critiques an artwork or performance including elements, techniques and context.	Thorough Perceptive

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Outline	Give a brief account or summary.

Criterion B: Developing

Maximum: 8

At the end of year 5/Competent stage, students should be able to:

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

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited practical exploration of an idea or ideas	Basic Undeveloped

	ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.	
3-4	The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.	Adequate Reasonable
5-6	The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices.	Focused Thoughtful
7-8	The student: i. demonstrates extensive and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices.	Imaginative Sophisticated

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

Criterion C: Creating/Performing

Maximum: 8

At the end of year 5/Competent stage, students should be able to:

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

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited skills and techniques through the	Basic Undeveloped

	creation or performance of a finalized work.	
3-4	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.	Adequate Reasonable
5-6	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.	Substantial Assured
7-8	The student: i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.	Honed Accomplished

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

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

Criterion D: Evaluating

Maximum: 8

At the end of year 5/Competent stage, students should be able to:

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

Achievement level	Level descriptor	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. describes their own artwork or performance ii. outlines their development as an artist.	Basic Superficial
3-4	The student: i. analyses their own artwork or performance ii. describes their development as an artist.	Adequate Reasonable
5-6	The student: i. evaluates their own artwork or performance ii. analyses their development as an artist.	Thoughtful Balanced

7-8	The student: i. thoroughly and perceptively evaluates their own artwork or performance ii. discusses their development as an artist.	Insightful Comprehensive
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Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Outline	Give a brief account or summary.

PHE

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

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

Physical and health education assessment criteria: Year 5

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

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

	below.
1-2	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3-4	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5-6	The student: i. identifies physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.
7-8	The student: i. explains physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.

Notes for criterion A

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

Criterion B: Planning for performance

Maximum: 8

At the end of year 5, students should be able to:

- develop goals to enhance performance
- design, explain and justify a plan to improve physical performance and health.

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

1-2	The student: i. identifies goals to enhance performance ii. constructs a plan to improve physical performance and health.
3-4	The student: i. outlines goals to enhance performance ii. constructs and describes a plan to improve physical performance and health.
5-6	The student: i. explains goals to enhance performance ii. designs and explains a plan to improve physical performance and health.
7-8	The student: i. develops goals to enhance performance ii. designs, explains and justifies a plan to improve physical performance and health.

Notes for criterion B

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Criterion C: Applying and performing

Maximum: 8

At the end of year 5, students should be able to:

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

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

	<ul style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. analyses and applies information to perform.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques effectively ii. demonstrates and applies a range of strategies and movement concepts effectively iii. analyses and applies information to perform effectively.

Notes for criterion C

- Criterion C must be assessed in performance/playing situations.
- A student's ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to demonstrate and apply strategies and movement concepts could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to analyse 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 C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessment.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. identifies and demonstrates strategies to enhance interpersonal skills ii. outlines the effectiveness of a plan based on the outcome iii. outlines and summarizes performance.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. outlines and demonstrates strategies to enhance interpersonal skills ii. explains the effectiveness of a plan based on the outcome iii. describes and summarizes performance.
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. describes and demonstrates strategies to enhance interpersonal skills

	ii. analyses the effectiveness of a plan based on the outcome iii. explains and evaluates performance.
7-8	The student: i. explains and demonstrates strategies to enhance interpersonal skills ii. analyses and evaluates the effectiveness of a plan based on the outcome iii. analyses and evaluates performance.

Notes for criterion D
<ul style="list-style-type: none"> • Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating. • This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student’s plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performance.

IDL (Interdisciplinary Learning)

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

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

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student:

	<ul style="list-style-type: none"> • attempts to analyse by identifying disciplinary knowledge • attempts to evaluate by stating the strengths or limitations of interdisciplinary perspectives.
3-4	<p>The student:</p> <ul style="list-style-type: none"> • partially analyses by outlining the disciplinary knowledge • partially evaluates by outlining the strengths or limitations of interdisciplinary perspectives.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • analyses by describing disciplinary knowledge • evaluates by describing the strengths and limitations of interdisciplinary perspectives.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • fully analyses by explaining disciplinary knowledge • fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.

Note: Evaluating is based on students’ integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry. In eAssessment, students analyse disciplinary knowledge and evaluate interdisciplinary perspectives within a source, work or text.

The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students’ analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use “best-fit” professional judgment to determine an appropriate level that represents each student’s disciplinary knowledge from all participating disciplines.

Criterion B: Synthesizing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> • creates a product that selects disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • states how their product communicates interdisciplinary knowledge.

3-4	The student: <ul style="list-style-type: none"> • creates a product that applies disciplinary knowledge to partially communicate interdisciplinary understanding • outlines how their product communicates interdisciplinary knowledge.
5-6	The student: <ul style="list-style-type: none"> • creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding • describes how their product communicates interdisciplinary knowledge.
7-8	The student: <ul style="list-style-type: none"> • creates a product that synthesizes disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • justifies how their product communicates interdisciplinary knowledge.

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

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

Criterion C: Reflecting

Maximum: 8

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

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

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

- discusses how new interdisciplinary understanding enables action.

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

MYP Personal Project

Assessment for the MYP personal project is criterion-related, based on three equally weighted assessment criteria.

Criterion	Objective	Maximum weighting
Criterion A	Planning	8
Criterion B	Applying skills	8
Criterion C	Reflecting	8

MYP personal project assessment criteria

Criterion A: Planning

Maximum: 8

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3-4	The student: <ol style="list-style-type: none"> i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.

5-6	The student: i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7-8	The student: i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate, detailed success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
Presents	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion B: Applying skills

Maximum: 8

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student:

	<p>i. states which ATL skill(s) was/were applied to help achieve their learning goal</p> <p>ii. states which ATL skill(s) was/were applied to help achieve their product.</p>
3-4	<p>The student:</p> <p>i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence</p> <p>ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.</p>
5-6	<p>The student:</p> <p>i. describes how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence</p> <p>ii. describes how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence.</p>
7-8	<p>The student:</p> <p>i. explains how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence</p> <p>ii. explains how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.</p>

Definitions	
Learning goal	What students want to learn as a result of doing the personal project.
Product	What students will create for their personal project.
ATL skill(s) clusters	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.

Criterion C: Reflecting

Maximum: 8

In the personal project, students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Achievement level	Descriptor
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0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states the impact of the project on themselves or their learning ii. states whether the product was achieved.
3-4	The student: i. outlines the impact of the project on themselves or their learning ii. states whether the product was achieved, partially supported with evidence or examples.
5-6	The student: i. describes the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, partially supported with evidence or examples.
7-8	The student: i. explains the impact of the project on themselves or their learning ii. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples.

Notes about Impact of the project:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions	
Product	What students will create for their personal project.
State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Explain	Give a detailed account including reasons or causes.
Evaluate	Make an appraisal by weighing up the strengths and limitations.

References:

IB MYP subject guides

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