

Appendix: Subject Area Criteria Rubrics

Arts- Visual and Performing

Visual Arts and Band, Chorus, Drama

Criterion A: Knowing and understanding

Achievement level	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent awareness of the art form studied, including excellent use of appropriate language <input type="checkbox"/> demonstrates excellent awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates excellent awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language <input type="checkbox"/> demonstrates excellent knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates excellent use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology <input type="checkbox"/> demonstrates excellent understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial awareness of the art form studied, including substantial use of appropriate language <input type="checkbox"/> demonstrates substantial awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates substantial awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial knowledge of the art form studied, including concepts, processes, substantial use of appropriate language <input type="checkbox"/> demonstrates substantial knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates substantial use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, substantial use of subject-specific terminology <input type="checkbox"/> demonstrates substantial understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate awareness of the art form studied, including adequate use of appropriate language <input type="checkbox"/> demonstrates adequate 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language <input type="checkbox"/> demonstrates adequate 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, adequate use of subject-specific terminology <input type="checkbox"/> demonstrates adequate

	<p>awareness of the relationship between the art form and its context</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate awareness of the links between the knowledge acquired and artwork created 	<p>knowledge of the role of the art form in original or displaced contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate use of acquired knowledge to inform his or her artwork 	<p>understanding of the role of the art form in original or displaced contexts</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited awareness of the art form studied, including limited use of appropriate language <input type="checkbox"/> demonstrates limited awareness of the relationship between the art form and its context <input type="checkbox"/> demonstrates limited awareness of the links between the knowledge acquired and artwork created 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language <input type="checkbox"/> demonstrates limited knowledge of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates limited use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, limited use of subject-specific terminology <input type="checkbox"/> demonstrates limited understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Developing skills

The descriptors for this criterion are the same in all five years of the program. Teachers provide students with task-specific rubrics which give detailed descriptions of the grade-level achievement expectations in the skills and techniques explored in each unit.

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates excellent acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates excellent application of skills and techniques to create, perform and/or present art 		
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates substantial acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates substantial application of skills and techniques to create, perform and/or present art 		
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates adequate acquisition and development of the skills and techniques of the art form studied <input type="checkbox"/> demonstrates adequate application of skills and techniques to create, perform and/or present art 		
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates a limited acquisition and development of the skills and techniques of the art form studied 		

	<input type="checkbox"/> demonstrates limited application of skills and techniques to create, perform and/or present art
0	The student's work does not reach a standard described by any of the descriptors above.

Criterion C: Thinking creatively

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies an excellent artistic intention <input type="checkbox"/> identifies excellent alternatives and perspectives <input type="checkbox"/> demonstrates excellent exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an excellent outline of a clear and feasible artistic intention <input type="checkbox"/> presents an excellent outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates excellent exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent <input type="checkbox"/> demonstrates an excellent range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a substantial artistic intention <input type="checkbox"/> identifies substantial alternatives and perspectives <input type="checkbox"/> demonstrates substantial exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a substantial outline of a clear and feasible artistic intention <input type="checkbox"/> presents a substantial outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates substantial exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a substantial artistic intention that is often feasible, clear, imaginative and coherent <input type="checkbox"/> demonstrates a substantial range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies an adequate artistic intention <input type="checkbox"/> identifies adequate alternatives and perspectives <input type="checkbox"/> demonstrates adequate exploration of ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an adequate outline of a clear and/or feasible artistic intention <input type="checkbox"/> presents an adequate outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates adequate exploration of ideas through the developmental process to a point of realization 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent <input type="checkbox"/> demonstrates an adequate range and depth of creative-thinking behaviors <input type="checkbox"/> demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a limited artistic intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a limited outline of an artistic intention, which may lack clarity or feasibility 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent

	<ul style="list-style-type: none"> <input type="checkbox"/> identifies limited alternatives and perspectives <input type="checkbox"/> demonstrates limited exploration of ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> presents a limited outline of alternatives, perspectives, and imaginative solutions <input type="checkbox"/> demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrates a limited range or depth of creative-thinking behaviors <input type="checkbox"/> demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Responding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies excellent connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates excellent recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents an excellent evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings <input type="checkbox"/> creates an excellent artistic response which is effectively inspired by the world around him or her <input type="checkbox"/> presents an excellent evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs meaning with depth and insight and effectively transfers learning to new settings <input type="checkbox"/> creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her <input type="checkbox"/> presents an excellent critique of the artwork of self and others
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies substantial connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates substantial recognition that the world contains inspiration or influence for art <input type="checkbox"/> presents a substantial evaluation of certain elements or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a substantial outline of connections and regularly transfers learning to new settings <input type="checkbox"/> creates a substantial artistic response which is considerably inspired by the world around him or her <input type="checkbox"/> presents a substantial evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs appropriate meaning and regularly transfers learning to new settings <input type="checkbox"/> creates a substantial artistic response that intends to reflect or impact on the world around him or her <input type="checkbox"/> presents a substantial critique of the artwork of self and others
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies adequate connections between art forms, art and context, or art and prior learning <input type="checkbox"/> demonstrates adequate recognition that the world contains inspiration or influence for art 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents an adequate outline of connections and occasionally transfers learning to new settings <input type="checkbox"/> creates an adequate artistic response which is inspired by the world around him or her to some degree 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs adequate meaning and occasionally transfers learning to new settings <input type="checkbox"/> creates an adequate artistic response that intends to reflect or impact on the world around him or her

	<input type="checkbox"/> presents an adequate evaluation of certain elements or principles of artwork	<input type="checkbox"/> presents an adequate evaluation of the artwork of self and others	<input type="checkbox"/> presents an adequate critique of the artwork of self and others
1-2	<p>The student:</p> <input type="checkbox"/> identifies limited connections between art forms, art and context, or art and prior learning	<p>The student:</p> <input type="checkbox"/> presents a limited outline of connections and may transfer learning to new settings	<p>The student:</p> <input type="checkbox"/> constructs limited meaning and may transfer learning to new settings
	<input type="checkbox"/> demonstrates limited recognition that the world contains inspiration or influence for art	<input type="checkbox"/> creates a limited artistic response which is possibly inspired by the world around him or her	<input type="checkbox"/> creates a limited artistic response that may intend to reflect or impact on the world around him or her
	<input type="checkbox"/> presents a limited evaluation of certain elements or principles of artwork	<input type="checkbox"/> presents a limited evaluation of the artwork of self and others	<input type="checkbox"/> presents a limited critique of the artwork of self and others
0	The student's work does not reach a standard described by any of the descriptors above.		

Design

Criterion A: Inquiring and analyzing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains and justifies the need for a solution to a problem <input type="checkbox"/> states and prioritizes the main points of research needed to develop a solution, with minimal guidance <input type="checkbox"/> describes the main features of an existing product that inspires a solution to the problem <input type="checkbox"/> presents the main findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains and justifies the need for a solution to a problem <input type="checkbox"/> constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently <input type="checkbox"/> analyzes a group of similar products that inspire a solution to the problem <input type="checkbox"/> develops a design brief, which presents the analysis of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains and justifies the need for a solution to a problem for a client/target audience <input type="checkbox"/> constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently <input type="checkbox"/> analyzes a range of existing products that inspire a solution to the problem in detail <input type="checkbox"/> develops a detailed design brief, which summarizes the analysis of relevant research
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains the need for a solution to a problem <input type="checkbox"/> states and prioritizes the main points of research needed to develop a solution, with some guidance <input type="checkbox"/> outlines the main features of an existing product that inspires a solution to the problem <input type="checkbox"/> outlines the main findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains the need for a solution to a problem <input type="checkbox"/> constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidance <input type="checkbox"/> describes a group of similar products that inspire a solution to the problem <input type="checkbox"/> develops a design brief, which outlines the findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains the need for a solution to a problem for a specified client/target audience <input type="checkbox"/> constructs a research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently, with some guidance <input type="checkbox"/> analyzes a range of existing products that inspire a solution to the problem <input type="checkbox"/> develops a design brief, which explains the analysis of relevant research
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines the need for a solution to a problem <input type="checkbox"/> states some points of research needed to 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines the need for a solution to a problem <input type="checkbox"/> states the research needed to develop a 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines the need for a solution to a problem for a specified client/target audience <input type="checkbox"/> outlines a research plan, which identifies the

	<p>develop a solution, with some guidance</p> <ul style="list-style-type: none"> <input type="checkbox"/> states the main features of an existing product that inspires a solution to the problem <input type="checkbox"/> outlines some of the main findings of research 	<p>solution to the problem, with some guidance</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines one existing product that inspires a solution to the problem <input type="checkbox"/> develops a basic design brief, which outlines some relevant research 	<p>primary and secondary research needed to develop a solution to the problem independently, with some guidance</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes one existing product that inspires a solution to the problem <input type="checkbox"/> develops a design brief, which outlines the analysis of relevant research
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states the need for a solution to a problem <input type="checkbox"/> states the findings of research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states the need for a solution to a problem <input type="checkbox"/> states some of the main findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states the need for a solution to a problem for a specified client/target audience <input type="checkbox"/> develops a basic design brief, which states the findings of relevant research
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Developing ideas

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a list of success criteria for the solution <input type="checkbox"/> presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others <input type="checkbox"/> presents the chosen design describing the key features <input type="checkbox"/> creates a planning drawing/diagram, which outlines the main details for making the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a design specification which outlines the success criteria for the design of a solution based on the data collected <input type="checkbox"/> presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others <input type="checkbox"/> presents the chosen design and outlines the reasons for its selection with reference to the design specification <input type="checkbox"/> develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research <input type="checkbox"/> develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others <input type="checkbox"/> presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification <input type="checkbox"/> develops accurate and detailed planning drawings/diagrams and outlines requirements
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a few success criteria for the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops design specifications which identify the success 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops design specifications, which outline the success

	<ul style="list-style-type: none"> <input type="checkbox"/> presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others <input type="checkbox"/> presents the chosen design stating the key features <input type="checkbox"/> creates a planning drawing/diagram and lists the main details for the creation of the chosen solution 	<p>criteria for the design of a solution</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others <input type="checkbox"/> presents the chosen design and outlines the main reasons for its selection with reference to the design specification <input type="checkbox"/> develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution 	<p>criteria for the design of a solution</p> <ul style="list-style-type: none"> <input type="checkbox"/> develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others <input type="checkbox"/> presents the chosen design and justifies its selection with reference to the design specification <input type="checkbox"/> develops accurate planning drawings/diagrams and lists requirements
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states a few success criteria for the solution <input type="checkbox"/> presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others <input type="checkbox"/> states the key features of the chosen design <input type="checkbox"/> creates a planning drawing/diagram or lists requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs a list of the success criteria for the design of a solution <input type="checkbox"/> presents a few of feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others <input type="checkbox"/> outlines the main reasons for choosing the design with reference to the design specification <input type="checkbox"/> creates planning drawings/diagrams or lists requirements for the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists some design specifications, which relate to the success criteria for the design of a solution <input type="checkbox"/> presents a few feasible design ideas, using an appropriate medium(s) or annotation, which can be interpreted by others <input type="checkbox"/> justifies the selection of the chosen design with reference to the design specification <input type="checkbox"/> creates planning drawings/diagrams or lists requirements
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states one basic success criteria for a solution <input type="checkbox"/> presents one design idea, which can be interpreted by others <input type="checkbox"/> creates an incomplete planning drawing/diagram 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists a few basic success criteria for the design of a solution <input type="checkbox"/> presents one design idea, which can be interpreted by others <input type="checkbox"/> creates incomplete planning drawings/diagrams 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists some basic design specifications for the design of a solution <input type="checkbox"/> presents one design which can be interpreted by others <input type="checkbox"/> creates incomplete planning drawings/diagrams
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Creating the solution

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines a plan, which considers the use of time and resources, sufficient for peers to be able to follow to create the solution <input type="checkbox"/> demonstrates excellent technical skills when making the solution <input type="checkbox"/> follows the plan to create the solution, which functions as intended and is presented appropriately <input type="checkbox"/> lists the changes made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution <input type="checkbox"/> demonstrates excellent technical skills when making the solution <input type="checkbox"/> follows the plan to create the solution, which functions as intended and is presented appropriately <input type="checkbox"/> explains changes made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> demonstrates excellent technical skills when making the solution <input type="checkbox"/> the solution, which functions as intended and is presented appropriately <input type="checkbox"/> fully justifies changes made to the chosen design and plan when making the solution
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists the steps in a plan, which considers the time and resources, resulting in peers to be able to follow to create the solution <input type="checkbox"/> demonstrates competent technical skills when making the solution <input type="checkbox"/> creates the solution, which functions as intended and is presented appropriately <input type="checkbox"/> states one change made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution <input type="checkbox"/> demonstrates competent technical skills when making the solution <input type="checkbox"/> creates the solution, which functions as intended and is presented appropriately <input type="checkbox"/> outlines changes made to the chosen design and plan when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution <input type="checkbox"/> demonstrates competent technical skills when making the solution <input type="checkbox"/> creates the solution, which functions as intended and is presented appropriately <input type="checkbox"/> describes changes made to the chosen design and plan when making the solution
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists the main steps in a plan, which contains some details, resulting in peers having difficulty following the plan to create the solution <input type="checkbox"/> demonstrates satisfactory technical skills when making the solution <input type="checkbox"/> creates the solution, which 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution <input type="checkbox"/> demonstrates satisfactory technical skills when making the solution <input type="checkbox"/> creates the solution, which 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs a plan, which contains some production elements, resulting in peers having difficulty following plan <input type="checkbox"/> demonstrates satisfactory technical skills when making the solution <input type="checkbox"/> creates the solution, which

	<p>partially functions and is presented appropriately</p> <ul style="list-style-type: none"> <input type="checkbox"/> states one change made to the chosen design or plan when making the solution 	<p>partially functions and is adequately presented</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines changes made to the chosen design or plan when making the solution 	<p>partially functions and is adequately presented</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines changes made to the chosen design and plan when making the solution
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates minimal technical skills when making the solution <input type="checkbox"/> creates the solution, which functions poorly and is presented in an incomplete form 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates minimal technical skills when making the solution <input type="checkbox"/> creates the solution, which functions poorly and is presented in an incomplete form 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates minimal technical skills when making the solution <input type="checkbox"/> creates the solution, which functions poorly and is presented in an incomplete form
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Evaluating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines simple, relevant testing methods, which generate data, to measure the success of the solution <input type="checkbox"/> outlines the success of the solution against the design specification based on authentic product testing <input type="checkbox"/> outlines how the solution could be improved <input type="checkbox"/> outlines the impact of the solution on the client/target audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution <input type="checkbox"/> explains the success of the solution against the design specification based on authentic product testing <input type="checkbox"/> describes how the solution could be improved <input type="checkbox"/> describes the impact of the solution on the client/target audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs detailed and relevant testing methods, which generate data, to measure the success of the solution <input type="checkbox"/> critically evaluates the success of the solution against the design specification based on authentic product testing <input type="checkbox"/> explains how the solution could be improved <input type="checkbox"/> explains the impact of the solution on the client/target audience
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> defines relevant testing methods, which generate data, to measure the success of the solution <input type="checkbox"/> states the success of the solution against the design specification based on relevant product testing <input type="checkbox"/> outlines one way how the solution could be improved <input type="checkbox"/> outlines the impact of the solution on the client/target audience, with guidance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes relevant testing methods, which generate data, to measure the success of the solution <input type="checkbox"/> describes the success of the solution against the design specification based on relevant product testing <input type="checkbox"/> outlines how the solution could be improved <input type="checkbox"/> describes the impact of the solution on the client/target audience, with guidance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs relevant testing methods, which generate data, to measure the success of the solution <input type="checkbox"/> explains the success of the solution against the design specification based on relevant product testing <input type="checkbox"/> describes how the solution could be improved <input type="checkbox"/> explains the impact of the solution on the client/target audience, with guidance

3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> defines a relevant testing method, which generate data, to measure the success of the solution <input type="checkbox"/> states the success of the solution against the design specification based on the results of one relevant test <input type="checkbox"/> states one way in which the solution could be improved <input type="checkbox"/> states one way in which the solution can impact the client/target audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes a relevant testing method, which generates data, to measure the success of the solution <input type="checkbox"/> outlines the success of the solution against the design specification based on relevant product testing <input type="checkbox"/> lists the ways in which the solution could be improved <input type="checkbox"/> outlines the impact of the solution on the client/target audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs a relevant testing method, which generates data, to measure the success of the solution <input type="checkbox"/> outlines the success of the solution against the design specification based on relevant product testing <input type="checkbox"/> outlines how the solution could be improved <input type="checkbox"/> outlines the impact of the solution on the client/target audience
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> defines a testing method, which is used to measure the success of the solution <input type="checkbox"/> states the success of the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes a testing method, which is used to measure the success of the solution <input type="checkbox"/> states the success of the solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs a testing method, which is used to measure the success of the solution <input type="checkbox"/> states the success of the solution
0	The student's work does not reach a standard described by any of the descriptors above.		

Individuals & Societies

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student: <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses relevant vocabulary accurately <input type="checkbox"/> demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses a range of terminology accurately <input type="checkbox"/> demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> consistently uses a wide range of terminology effectively <input type="checkbox"/> demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples
5-6	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses considerable relevant vocabulary often accurately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses considerable and relevant terminology accurately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses a range of terminology accurately and appropriately <input type="checkbox"/> demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples
3-4	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses some vocabulary <input type="checkbox"/> demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses some terminology accurately <input type="checkbox"/> demonstrates a satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses some terminology accurately and appropriately <input type="checkbox"/> demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples
1-2	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recognizes some vocabulary <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> makes limited use of terminology <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> uses limited relevant terminology <input type="checkbox"/> demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Investigating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains the choice of a research question <input type="checkbox"/> effectively follows an action plan to explore a research question <input type="checkbox"/> uses methods to collect and record consistently relevant information <input type="checkbox"/> thoroughly reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and explains its relevance <input type="checkbox"/> formulates and effectively follows a consistent action plan to investigate a research question <input type="checkbox"/> uses methods to collect and record appropriate and varied relevant information <input type="checkbox"/> with guidance, provides a detailed evaluation of the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and justifies its relevance <input type="checkbox"/> formulates and effectively follows a comprehensive action plan to investigate a research question <input type="checkbox"/> uses research methods to collect and record appropriate, varied and relevant information <input type="checkbox"/> thoroughly evaluates the process and results of the investigation
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the choice of a research question in detail <input type="checkbox"/> mostly follows an action plan to explore a research question <input type="checkbox"/> uses method(s) to collect and record often relevant information <input type="checkbox"/> reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and describes its relevance in detail <input type="checkbox"/> formulates and mostly follows a sufficiently developed action plan to investigate a research question <input type="checkbox"/> uses methods to collect and record appropriate relevant information <input type="checkbox"/> with guidance, evaluates the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and explains its relevance <input type="checkbox"/> formulates and follows a substantial action plan to investigate a research question <input type="checkbox"/> uses research method(s) to collect and record appropriate, relevant information <input type="checkbox"/> evaluates of the process and results of the investigation
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the choice of a research question <input type="checkbox"/> partially follows an action plan to explore a research question <input type="checkbox"/> uses a method or methods to collect and record some relevant information <input type="checkbox"/> with guidance, reflects on the research process and results with some depth 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates/chooses a clear and focused research question and describes its relevance <input type="checkbox"/> formulates and occasionally follows a partial action plan to investigate a research question <input type="checkbox"/> uses a method(s) to collect and record some relevant information <input type="checkbox"/> with guidance, reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a clear and focused research question and describes its relevance in detail <input type="checkbox"/> formulates and somewhat follows a partial action plan to investigate a research question <input type="checkbox"/> uses a research method(s) to collect and record mostly relevant information <input type="checkbox"/> evaluates some aspects of the process and results of the investigation

1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a research question <input type="checkbox"/> follows an action plan in a limited way to explore a research question <input type="checkbox"/> collects and records information, to a limited extent <input type="checkbox"/> with guidance, reflects on the research process and results to a limited extent 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a research question that is clear, focused and relevant. <input type="checkbox"/> formulates a limited action plan or does not follow a plan <input type="checkbox"/> collects and records limited or sometimes irrelevant information <input type="checkbox"/> with guidance, reflects on the research process and results in a limited way 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulates a research question that is clear or focused and describes its relevance <input type="checkbox"/> formulates a limited action plan to investigate a research question or does not follow a plan <input type="checkbox"/> collects and records limited information, not always consistent with the research question <input type="checkbox"/> makes a limited evaluation of the process and results of the investigation
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Thinking critically

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is completely clear <input type="checkbox"/> completely organizes information and ideas effectively <input type="checkbox"/> lists sources in a way that always follows the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is completely appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas completely according to the task instructions <input type="checkbox"/> creates a complete reference list and always cites sources 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas in a way that is completely appropriate to the specified format <input type="checkbox"/> consistently documents sources of information using a recognized convention
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is mostly clear <input type="checkbox"/> mostly organizes information and ideas <input type="checkbox"/> lists sources in a way that often follows the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is mostly appropriate to the audience and purpose <input type="checkbox"/> mostly structures information and ideas according to the task instructions <input type="checkbox"/> creates an adequate reference list and usually cites sources 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose <input type="checkbox"/> structures information and ideas in a way that is mostly appropriate to the specified format <input type="checkbox"/> often documents sources of information using a recognized convention
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a way that is somewhat clear 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is somewhat clear 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas satisfactorily by using a style that is

	<ul style="list-style-type: none"> <input type="checkbox"/> somewhat organizes information and ideas <input type="checkbox"/> lists sources in a way that sometimes follows the task instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> somewhat organizes information and ideas <input type="checkbox"/> creates an adequate reference list and sometimes cites sources 	<p>somewhat appropriate to the audience and purpose</p> <ul style="list-style-type: none"> <input type="checkbox"/> structures information and ideas in a way that is somewhat appropriate to the specified format <input type="checkbox"/> sometimes documents sources of information using a recognized convention
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is not always clear <input type="checkbox"/> organizes information and ideas in a limited way <input type="checkbox"/> Inconsistently lists sources, not following the task instructions 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a style that is not always clear <input type="checkbox"/> organizes information and ideas in a limited way <input type="checkbox"/> lists sources of information inconsistently 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose <input type="checkbox"/> structures information and ideas according to the specified format in a limited way <input type="checkbox"/> documents sources of information in a limited way
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Communicating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies in detail the main points of ideas, events, visual representation or arguments <input type="checkbox"/> uses information to give detailed opinions <input type="checkbox"/> consistently identifies and analyzes a range of sources/data in terms of origin and purpose <input type="checkbox"/> consistently identifies different views and their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a detailed analysis of concepts, issues, models, visual representation and/or theories <input type="checkbox"/> summarizes information to make consistent, well-supported arguments <input type="checkbox"/> effectively analyzes a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations <input type="checkbox"/> clearly recognizes different perspectives and consistently explains their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a detailed discussion of concepts, issues, models, visual representation and theories <input type="checkbox"/> synthesizes information to make valid, well-supported arguments <input type="checkbox"/> effectively analyzes and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations <input type="checkbox"/> thoroughly interprets a range of different perspectives and their implications
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies the main points of ideas, events, visual representation or arguments 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a substantial analysis of concepts, issues, models, visual representation and/or theories 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discusses concepts, issues, models, visual representation and theories

	<ul style="list-style-type: none"> <input type="checkbox"/> uses information to give substantial opinions <input type="checkbox"/> identifies the origin and purpose of a range of sources/data <input type="checkbox"/> identifies different views and most of their implications 	<ul style="list-style-type: none"> <input type="checkbox"/> summarizes information to make usually valid arguments <input type="checkbox"/> analyzes sources/data in terms of origin and purpose, usually recognizing values and limitations <input type="checkbox"/> clearly recognizes different perspectives and describes most of their implications 	<ul style="list-style-type: none"> <input type="checkbox"/> synthesizes information to make valid arguments <input type="checkbox"/> effectively analyzes and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations <input type="checkbox"/> interprets different perspectives and their implications
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some main points of ideas, events, visual representation or arguments <input type="checkbox"/> uses information to give adequate opinions <input type="checkbox"/> identifies the origin and purpose of sources/data <input type="checkbox"/> identifies some different views and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes a simple analysis of concepts, issues, models, visual representation and/or theories <input type="checkbox"/> summarizes information to make some adequate arguments <input type="checkbox"/> analyzes sources/data in terms of origin and purpose, recognizing some values and limitations <input type="checkbox"/> recognizes different perspectives and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes concepts, issues, models, visual representation and theories <input type="checkbox"/> summarizes information to make arguments <input type="checkbox"/> analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations <input type="checkbox"/> interprets different perspectives and some of their implications
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the main points of ideas, events, visual representation or arguments to a limited extent <input type="checkbox"/> uses information to give limited opinions <input type="checkbox"/> identifies the origin and purpose of limited sources/data <input type="checkbox"/> identifies some different views 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begins to analyze concepts, issues, models, visual representation and/or theories in a limited way <input type="checkbox"/> begins to identify connections between information to make simple arguments <input type="checkbox"/> recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data <input type="checkbox"/> identifies different perspectives 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes concepts, issues, models, visual representation and theories to a limited extent <input type="checkbox"/> summarizes information to a limited extent to make arguments <input type="checkbox"/> describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitations <input type="checkbox"/> identifies different perspectives and minimal implications
0	The student's work does not reach a standard described by any of the descriptors above.		

Language Acquisition

Students are assessed and placed in the phase of language learning appropriate to their level of knowledge, understanding and skill. Students will be assessed with phase-specific rubrics applicable to their level of language learning.

Language Acquisition

There are six proficiency-based phases in MYP Language Acquisition. These phases do not correlate to grade levels. As students progress through the phases, they are expected to develop the competencies to communicate **appropriately and effectively** in an increasing range of **social, cultural and academic contexts**, and for an increasing **variety of audiences and purposes**. This is demonstrated by:

- the variety and sophistication of vocabulary and structures used
- the scope of situations in which the language is used
- the increasing length of text spoken, read and written
- the increasing complexity of text spoken, viewed, read and written
- the increasing variety of forms of both fiction and non-fiction handled

As students consistently meet the top achievement level expectations in a phase, they are promoted to the next phase rubrics.

Criterion A: Comprehending spoken and visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> has excellent awareness of conventions <input type="checkbox"/> engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages considerably with the spoken and visual 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of information, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic conventions <input type="checkbox"/> engages considerably with the spoken and visual

	by identifying ideas, opinions and attitudes and by making a personal response to the text	text by identifying most ideas, opinions and attitudes, and by making a personal response to the text	text by identifying most ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
3-4	The student: <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, messages, main ideas and supporting details <input type="checkbox"/> has some awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of messages, main ideas and supporting details <input type="checkbox"/> has some awareness of basic conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of information, main ideas and supporting details, and draws some conclusions <input type="checkbox"/> has some awareness of conventions <input type="checkbox"/> engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions
1-2	The student: <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts, messages, main ideas and supporting details <input type="checkbox"/> has limited awareness of basic conventions <input type="checkbox"/> 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: <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of messages, main ideas and supporting details <input type="checkbox"/> has limited awareness of basic conventions <input type="checkbox"/> 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: <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of information, main ideas and supporting details and is not able to draw conclusions <input type="checkbox"/> has limited understanding of conventions <input type="checkbox"/> engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Comprehending written and visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	The student: <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, messages, main ideas and supporting details <input type="checkbox"/> has excellent awareness of basic aspects of format and style, and author's purpose for writing 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> clearly identifies basic facts, main ideas and supporting details, and draws conclusions <input type="checkbox"/> clearly recognizes basic conventions including aspects of format and style, and author's 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> shows excellent understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> clearly recognizes basic conventions including aspects of format and style, and author's

	<ul style="list-style-type: none"> <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	<p>purpose for writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text 	<p>purpose for writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, messages, main ideas and supporting details <input type="checkbox"/> has considerable awareness of basic aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies most basic facts, main ideas and supporting details, and draws conclusions <input type="checkbox"/> recognizes most basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows considerable understanding of information, main ideas and supporting details, and draws conclusions <input type="checkbox"/> understands most basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages considerably with the written and visual text by identifying most ideas, opinions and attitudes, and by making a response to the text based on personal experiences and opinions
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, messages, main ideas and supporting details <input type="checkbox"/> has some awareness of basic aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions <input type="checkbox"/> recognizes some basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows some understanding of information main ideas and supporting details and draws some conclusions <input type="checkbox"/> understands some basic conventions including aspects of format and style, and author's purpose for writing <input type="checkbox"/> engages adequately with the written and visual text by identifying some ideas, opinions and attitudes, and by making some response to the text based on personal experiences and opinions
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts, messages, main ideas and supporting details <input type="checkbox"/> has limited awareness of basic aspects of format and style, and author's purpose for writing 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions <input type="checkbox"/> has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shows minimal understanding of information, main ideas and supporting details and is not able to draw conclusions <input type="checkbox"/> has limited understanding of basic conventions including aspects of format and style, and author's purpose for writing

	<input type="checkbox"/> engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text	<input type="checkbox"/> engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text	<input type="checkbox"/> engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions
0	The student's work does not reach a standard described by any of the descriptors above.		

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

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <input type="checkbox"/> responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text	<p>The student:</p> <input type="checkbox"/> responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text	<p>The student:</p> <input type="checkbox"/> responds in detail and appropriately to spoken, written and visual text
	<input type="checkbox"/> interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language	<input type="checkbox"/> interacts confidently in basic structured exchanges	<input type="checkbox"/> interacts confidently in rehearsed and unrehearsed exchanges
	<input type="checkbox"/> uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics	<input type="checkbox"/> uses phrases effectively to communicate ideas, feelings and information on a variety of aspects of familiar situations; ideas are relevant, detailed and include examples	<input type="checkbox"/> effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations
	<input type="checkbox"/> communicates with an excellent sense of audience	<input type="checkbox"/> communicates with an excellent sense of audience	<input type="checkbox"/> communicates with an excellent sense of audience
5-6	<p>The student:</p> <input type="checkbox"/> responds appropriately to simple short phrases and basic information in spoken, written and visual text	<p>The student:</p> <input type="checkbox"/> responds appropriately to simple short phrases and basic information in spoken, written and visual text	<p>The student:</p> <input type="checkbox"/> responds appropriately to spoken, written and visual text
	<input type="checkbox"/> interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language	<input type="checkbox"/> interacts considerably in basic structured exchanges	<input type="checkbox"/> interacts considerably in rehearsed and unrehearsed exchanges
	<input type="checkbox"/> uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics	<input type="checkbox"/> Uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed	<input type="checkbox"/> expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed
	<input type="checkbox"/> communicates with a considerable sense of audience	<input type="checkbox"/> communicates with a considerable sense of audience	<input type="checkbox"/> communicates with a considerable sense of audience

		audience	
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language <input type="checkbox"/> uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics <input type="checkbox"/> communicates with some sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in basic structured exchanges <input type="checkbox"/> uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed <input type="checkbox"/> communicates with some sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> responds to spoken, written and visual text, though some responses may be inappropriate <input type="checkbox"/> interacts to some degree in rehearsed and unrehearsed exchanges <input type="checkbox"/> expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed <input type="checkbox"/> communicates with some sense of audience
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate <input type="checkbox"/> interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language <input type="checkbox"/> uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics <input type="checkbox"/> communicates with a limited sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes a limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate <input type="checkbox"/> interacts minimally in basic structured exchanges <input type="checkbox"/> uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations <input type="checkbox"/> communicates with a limited sense of audience 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate <input type="checkbox"/> interacts minimally in rehearsed and unrehearsed exchanges <input type="checkbox"/> expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations <input type="checkbox"/> communicates with a limited sense of audience
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Using language in spoken or written form

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with

	<p>excellent intonation, making communication easy</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes basic information clearly and uses a range of basic cohesive devices accurately <input type="checkbox"/> uses language effectively to suit the content 	<p>communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message <input type="checkbox"/> uses language effectively to suit the content 	<p>communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message <input type="checkbox"/> uses language effectively to suit the content
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes basic information and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately <input type="checkbox"/> usually uses language to suit the content
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes some basic information and uses a limited range of basic cohesive devices not always appropriately <input type="checkbox"/> uses language to suit the content to some degree 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes some basic information and ideas, and uses a limited range of basic cohesive devices not always appropriately <input type="checkbox"/> uses language to suit the content to some degree 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> organizes some basic information and ideas, and uses a limited range of basic cohesive devices not always appropriately <input type="checkbox"/> uses language to suit the content to some degree
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty writing/speaking using a 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty writing/speaking using a 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty writing/speaking using a

	<p>basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes limited basic information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context 	<p>basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes limited basic information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context 	<p>basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</p> <ul style="list-style-type: none"> <input type="checkbox"/> organizes limited information, and basic cohesive devices are not used <input type="checkbox"/> makes minimal use of language to suit the context
0	The student's work does not reach a standard described by any of the descriptors above.		

Language & Literature (English)

Criterion A: Analyzing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides perceptive identification and comment upon significant aspects of texts <input type="checkbox"/> provides perceptive identification and comment upon the creator's choices <input type="checkbox"/> gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology <input type="checkbox"/> compares and contrasts features within and between texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly <input type="checkbox"/> provides perceptive identification and explanation of the effects of the creator's choices on an audience <input type="checkbox"/> gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology <input type="checkbox"/> perceptively compares and contrasts features within and between genres and texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides perceptive analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts <input type="checkbox"/> perceptively analyzes the effects of the creator's choices on an audience <input type="checkbox"/> gives detailed justification of opinions and ideas with a range of examples and thorough explanations; uses accurate terminology <input type="checkbox"/> perceptively compares and contrasts by making extensive connections in features across and within genres and texts
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides substantial identification and comment upon significant aspects of texts <input type="checkbox"/> provides substantial identification and comment upon the creator's choices <input type="checkbox"/> sufficiently justifies opinions and ideas with examples, and explanations; uses accurate terminology <input type="checkbox"/> describes some similarities and differences in features within and between texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <input type="checkbox"/> provides substantial identification and explanation of the effects of the creator's choices on an audience <input type="checkbox"/> sufficiently justifies opinions and ideas with examples, and explanations; uses accurate terminology <input type="checkbox"/> competently interprets similarities and differences in features within and between genres and texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> competently analyzes the content, context, language, structure, technique and style of text(s) and the relationship among texts <input type="checkbox"/> competently analyzes the effects of the creator's choices on an audience <input type="checkbox"/> sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology <input type="checkbox"/> evaluates similarities and differences by making substantial connections in features across and within

			genres and texts
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides adequate identification and comment upon significant aspects of texts <input type="checkbox"/> provides adequate identification and comment upon the creator's choices <input type="checkbox"/> justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology <input type="checkbox"/> identifies some similarities and differences in features within and between texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts <input type="checkbox"/> provides adequate identification and explanation of the effects of the creator's choices on an audience <input type="checkbox"/> justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology <input type="checkbox"/> interprets some similarities and differences in features within and between genres and texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts <input type="checkbox"/> provides adequate analysis of the effects of the creator's choices on an audience <input type="checkbox"/> justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology <input type="checkbox"/> evaluates some similarities and differences by making adequate connections in features across and within genres and texts
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides minimal identification and comment upon significant aspects of texts <input type="checkbox"/> provides minimal identification and comment upon the creator's choices <input type="checkbox"/> rarely justifies opinions and ideas with examples or explanations, though this may not be consistent; uses some terminology <input type="checkbox"/> identifies few similarities and differences in features within and between texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts <input type="checkbox"/> provides minimal identification and explanation of the effects of the creator's choices on an audience <input type="checkbox"/> rarely justifies opinions and ideas with examples or explanations; uses little or no terminology <input type="checkbox"/> identifies few similarities and differences in features within and between genres and texts 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides limited analysis of the content, context, language, structure, technique and style of text(s) and relationship among texts <input type="checkbox"/> provides limited analysis of the effects of the creator's choices on an audience <input type="checkbox"/> rarely justifies opinions and ideas with examples or explanations; uses little or no terminology <input type="checkbox"/> evaluates few similarities and differences in features by making minimal connections across and within genres and texts
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Organizing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes sophisticated use of organizational structures that serve the context and intention effectively <input type="checkbox"/> effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way <input type="checkbox"/> makes excellent use of referencing and formatting tools to create an effective presentation style 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes sophisticated use of organizational structures that serve the context and intention effectively <input type="checkbox"/> effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way <input type="checkbox"/> makes excellent use of referencing and formatting tools to create an effective presentation style 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes sophisticated use of organizational structures that serve the context and intention effectively <input type="checkbox"/> effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way <input type="checkbox"/> makes excellent use of referencing and formatting tools to create an effective presentation style
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes competent use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas in a logical manner with ideas building on each other <input type="checkbox"/> makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes competent use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas in a coherent and logical manner with ideas building on each other <input type="checkbox"/> makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes competent use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas in a coherent and logical manner with ideas building on each other <input type="checkbox"/> makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes adequate use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas with some degree of logic <input type="checkbox"/> makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes adequate use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas with some degree of coherence and logic <input type="checkbox"/> makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes adequate use of organizational structures that serve the context and intention <input type="checkbox"/> organizes opinions and ideas with some degree of coherence and logic <input type="checkbox"/> makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes minimal use of organizational structures, though these may not serve the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes minimal use of organizational structures, though these may not always serve the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes minimal use of organizational structures, though these may not always serve the context and intention <input type="checkbox"/> organizes opinions and

	<ul style="list-style-type: none"> <input type="checkbox"/> organizes opinions and ideas with a minimal degree of logic <input type="checkbox"/> makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention 	<ul style="list-style-type: none"> <input type="checkbox"/> organizes opinions and ideas with a minimal degree of coherence and logic <input type="checkbox"/> makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention 	<ul style="list-style-type: none"> ideas with a minimal degree of coherence and logic <input type="checkbox"/> makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Producing text

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates 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 <input type="checkbox"/> makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience <input type="checkbox"/> selects extensive relevant details and examples to support ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity, and perceptive exploration and consideration of new perspectives and ideas <input type="checkbox"/> makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience <input type="checkbox"/> selects extensive relevant details and examples to develop ideas with precision 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity, and perceptive exploration of and critical reflection on new perspectives and ideas <input type="checkbox"/> makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience <input type="checkbox"/> selects extensive relevant details and examples to develop ideas with precision
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas <input type="checkbox"/> makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity, and substantial exploration and consideration of new perspectives and ideas <input type="checkbox"/> makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity, and substantial exploration of and critical reflection on new perspectives and ideas <input type="checkbox"/> makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good

	<p>awareness of impact on an audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects sufficient relevant details and examples to support ideas 	<p>awareness of impact on an audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects sufficient relevant details and examples to develop ideas 	<p>awareness of impact on an audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects sufficient relevant details and examples to develop ideas
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas <input type="checkbox"/> makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience <input type="checkbox"/> selects some relevant details and examples to support ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity, and some exploration and consideration of new perspectives and ideas <input type="checkbox"/> makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience <input type="checkbox"/> selects some relevant details and examples to develop ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity, and some exploration of and critical reflection on new perspectives and ideas <input type="checkbox"/> makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience <input type="checkbox"/> selects some relevant details and examples to develop ideas
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas <input type="checkbox"/> makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience <input type="checkbox"/> selects few relevant details and examples to support ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces text that demonstrates limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas <input type="checkbox"/> makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience <input type="checkbox"/> selects few relevant details and examples to develop ideas 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity, and minimal exploration of and critical reflection on new perspectives and ideas <input type="checkbox"/> makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience <input type="checkbox"/> selects few relevant details and examples to develop ideas
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Using language

The descriptors for this criterion are the same in all five years of the program. Teachers provide students with task-specific rubrics which give detailed descriptions of the grade-level achievement expectations in the skills and techniques explored in each unit.

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively uses a range of appropriate vocabulary, sentence structures and forms of expression <input type="checkbox"/> writes and speaks in a consistently appropriate register and style that serve the context and intention <input type="checkbox"/> uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective <input type="checkbox"/> spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective <input type="checkbox"/> makes effective use of appropriate non-verbal communication techniques 		
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently <input type="checkbox"/> writes and speaks competently in a register and style that serve the context and intention <input type="checkbox"/> uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication <input type="checkbox"/> spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication <input type="checkbox"/> makes sufficient use of appropriate non-verbal communication techniques 		
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression <input type="checkbox"/> sometimes writes and speaks competently in a register and style that serve the context and intention <input type="checkbox"/> uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication <input type="checkbox"/> spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication <input type="checkbox"/> makes some use of appropriate non-verbal communication techniques 		
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of appropriate vocabulary and forms of expression <input type="checkbox"/> writes and speaks in an inappropriate register and style that do not serve the context and intention <input type="checkbox"/> uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication <input type="checkbox"/> spells/writes and pronounces with limited accuracy; errors often hinder communication <input type="checkbox"/> makes limited and/or inappropriate use of appropriate non-verbal communication techniques 		
0	The student's work does not reach a standard described by any of the descriptors above.		

Mathematics

Criterion A: Knowing and understanding

The descriptors for this criterion are the same in all five years of the program. Teachers provide students with task-specific rubrics which give detailed descriptions of the grade-level achievement expectations in the skills and techniques explored in each unit.

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations <input type="checkbox"/> apply the selected mathematics successfully when solving challenging familiar and unfamiliar problems <input type="checkbox"/> generally solve challenging problems correctly 		
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select appropriate mathematics when solving challenging problems in familiar situations <input type="checkbox"/> apply the selected mathematics successfully when solving challenging familiar problems <input type="checkbox"/> generally solve challenging familiar problems correctly 		
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select appropriate mathematics when solving more complex problems in familiar situations <input type="checkbox"/> apply the selected mathematics successfully when solving more complex familiar problems <input type="checkbox"/> generally solve more complex familiar problems correctly 		
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select appropriate mathematics when solving simple problems in familiar situations <input type="checkbox"/> apply the selected mathematics successfully when solving simple familiar problems <input type="checkbox"/> generally solve simple familiar problems correctly 		
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Investigating patterns

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select and apply mathematical problem-solving techniques to recognize correct patterns <input type="checkbox"/> describe patterns as relationships or general rules consistent with correct findings <input type="checkbox"/> verify whether patterns work for other examples 	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select and apply mathematical problem-solving techniques to discover complex patterns <input type="checkbox"/> -describe patterns as relationships and/or general rules consistent with correct findings <input type="checkbox"/> verify and justify these relationships and/or general rules 	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select and apply mathematical problem-solving techniques to discover complex patterns <input type="checkbox"/> -describe patterns as general rules consistent with correct findings <input type="checkbox"/> prove or verify, and justify these general rules
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematical problem-solving 	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select and apply mathematical problem- 	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> select and apply mathematical problem-

	<p>techniques to recognize patterns</p> <ul style="list-style-type: none"> <input type="checkbox"/> suggest relationships or general rules consistent with findings <input type="checkbox"/> verify whether patterns work for another example 	<p>solving techniques to discover complex patterns</p> <p>-describe patterns as relationships and/or general rules consistent with findings</p> <ul style="list-style-type: none"> <input type="checkbox"/> verify these relationships and/or general rules 	<p>solving techniques to discover complex patterns</p> <p>-describe patterns as general rules consistent with findings</p> <ul style="list-style-type: none"> <input type="checkbox"/> verify the validity of these general rules
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematical problem-solving techniques to recognize patterns <input type="checkbox"/> suggest how these patterns work 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematical problem-solving techniques to discover simple patterns <input type="checkbox"/> suggest relationships and/or general rules consistent with findings 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematical problem-solving techniques to discover simple patterns <input type="checkbox"/> suggest general rules consistent with findings
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns <input type="checkbox"/> state predictions consistent with simple patterns 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply, with teacher support, mathematical problem-solving techniques to discover simple patterns <input type="checkbox"/> state predictions consistent with patterns 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply, with teacher support, mathematical problem-solving techniques to discover simple patterns <input type="checkbox"/> state predictions consistent with patterns
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Communicating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently use appropriate mathematical language <input type="checkbox"/> consistently use different forms of mathematical representation to present information correctly <input type="checkbox"/> communicate clearly through coherent lines of reasoning <input type="checkbox"/> present work that is consistently organized using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently use appropriate mathematical language <input type="checkbox"/> use different forms of mathematical representation to consistently present information correctly <input type="checkbox"/> move effectively between different forms of mathematical representation <input type="checkbox"/> communicate through lines of reasoning that are complete and coherent <input type="checkbox"/> present work that is consistently organized using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently use appropriate mathematical language <input type="checkbox"/> use appropriate forms of mathematical representation to consistently present information correctly <input type="checkbox"/> move effectively between different forms of mathematical representation <input type="checkbox"/> communicate through lines of reasoning that are complete, coherent and concise <input type="checkbox"/> present work that is consistently organized using a logical structure
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> usually use appropriate mathematical language 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> usually use appropriate mathematical language 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> usually use appropriate mathematical language

	<ul style="list-style-type: none"> <input type="checkbox"/> usually use different forms of mathematical representation to present information correctly <input type="checkbox"/> communicate through lines of reasoning that are usually coherent <input type="checkbox"/> present work that is usually organized using a logical structure 	<ul style="list-style-type: none"> <input type="checkbox"/> usually use different forms of mathematical representation to present information correctly <input type="checkbox"/> move between different forms of mathematical representation with some success <input type="checkbox"/> communicate through lines of reasoning that are clear although not always coherent or complete <input type="checkbox"/> present work that is usually organized using a logical structure 	<ul style="list-style-type: none"> <input type="checkbox"/> usually use appropriate forms of mathematical representation to present information correctly <input type="checkbox"/> usually move between different forms of mathematical representation <input type="checkbox"/> communicate through lines of reasoning that are complete and coherent <input type="checkbox"/> present work that is usually organized using a logical structure
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use some appropriate mathematical language <input type="checkbox"/> use different forms of mathematical representation to present information adequately <input type="checkbox"/> communicate through lines of reasoning that are able to be understood, although these are not always coherent <input type="checkbox"/> adequately organize information using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use some appropriate mathematical language <input type="checkbox"/> use different forms of mathematical representation to present information adequately <input type="checkbox"/> communicate through lines of reasoning that are able to be understood, although these are not always clear <input type="checkbox"/> adequately organize information using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use some appropriate mathematical language <input type="checkbox"/> use appropriate forms of mathematical representation to present information adequately <input type="checkbox"/> communicate through lines of reasoning that are complete <input type="checkbox"/> adequately organize information using a logical structure
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use limited appropriate mathematical language <input type="checkbox"/> use limited forms of mathematical representation to present information <input type="checkbox"/> communicate through lines of reasoning that are difficult to understand 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use limited appropriate mathematical language <input type="checkbox"/> use limited forms of mathematical representation to present information <input type="checkbox"/> communicate through lines of reasoning that are difficult to understand 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use limited mathematical language <input type="checkbox"/> use limited forms of mathematical representation to present information <input type="checkbox"/> communicate through lines of reasoning that are difficult to interpret
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Applying mathematics in real-life contexts

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation - select adequate mathematical strategies to 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation - select adequate mathematical strategies to 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation - select adequate mathematical strategies to

	<p>model the authentic real-life situation - apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the degree of accuracy of the solution <input type="checkbox"/> describe correctly whether the solution makes sense in the context of the authentic real-life situation 	<p>model the authentic real-life situation -apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the degree of accuracy of the solution <input type="checkbox"/> explain whether the solution makes sense in the context of the authentic real-life situation 	<p>model the authentic real-life situation -apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> justify the degree of accuracy of the solution <input type="checkbox"/> justify whether the solution makes sense in the context of the authentic real-life situation
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -select adequate mathematical strategies to model the authentic real-life situation -apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation <input type="checkbox"/> describe the degree of accuracy of the solution <input type="checkbox"/> state correctly whether the solution makes sense in the context of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -select adequate mathematical strategies to model the authentic real-life situation -apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation <input type="checkbox"/> describe the degree of accuracy of the solution <input type="checkbox"/> discuss whether the solution makes sense in the context of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -select adequate mathematical strategies to model the authentic real-life situation -apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation <input type="checkbox"/> explain the degree of accuracy of the solution <input type="checkbox"/> explain whether the solution makes sense in the context of the authentic real-life situation
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -apply mathematical strategies to reach a solution to the authentic real-life situation <input type="checkbox"/> state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -select, with some success, adequate mathematical strategies to model the authentic real-life situation -apply mathematical strategies to reach a solution to the authentic real-life situation <input type="checkbox"/> describe whether the solution makes sense in the context of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the relevant mathematical elements of the authentic real-life situation -select, with some success, adequate mathematical strategies to model the authentic real-life situation -apply mathematical strategies to reach a solution to the authentic real-life situation <input type="checkbox"/> discuss whether the solution makes sense in the context of the authentic real-life situation
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify some of the mathematical elements of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify some of the mathematical elements of the authentic real-life situation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify some of the mathematical elements of the authentic real-life situation

	<input type="checkbox"/> apply mathematical strategies to find a solution to the authentic real-life situation, with limited success	<input type="checkbox"/> apply mathematical strategies to find a solution to the authentic real-life situation, with limited success	<input type="checkbox"/> apply mathematical strategies to find a solution to the authentic real-life situation, with limited success
0	The student's work does not reach a standard described by any of the descriptors above.		

Physical & Health Education

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations <input type="checkbox"/> applies physical and health terminology consistently to communicate understanding 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations <input type="checkbox"/> applies physical and health terminology consistently and effectively to communicate understanding 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to analyze complex issues to solve complex problems set in familiar and unfamiliar situations <input type="checkbox"/> applies physical and health terminology consistently and effectively to communicate understanding
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to outline issues and solve problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to communicate understanding 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to describe issues and solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations <input type="checkbox"/> applies physical and health terminology to communicate understanding 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to analyze issues to solve problems set in familiar and unfamiliar situations <input type="checkbox"/> applies physical and health terminology to consistently communicate understanding
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recalls physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to outline issues and suggest problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to analyze issues and to solve problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to

	communicate understanding with limited success	communicate understanding	communicate understanding
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recalls some physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to outline issues <input type="checkbox"/> recalls physical and health terminology 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recalls physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to communicate understanding with limited success 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states physical health education factual, procedural and conceptual knowledge <input type="checkbox"/> applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations <input type="checkbox"/> applies physical and health terminology to communicate understanding with limited success
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Planning for performance

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs and outlines a plan for improving health or physical activity <input type="checkbox"/> describes the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs and explains a plan for improving physical performance and health <input type="checkbox"/> explains the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs, explains and justifies a plan to improve physical performance or health <input type="checkbox"/> analyzes and evaluates the effectiveness of a plan based on the outcome
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines a plan for improving health or physical activity <input type="checkbox"/> identifies the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs and explains a plan for improving physical performance and health <input type="checkbox"/> describes the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs and explains a plan to improve physical performance or health <input type="checkbox"/> analyzes the effectiveness of a plan based on the outcome
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines a basic plan for improving health or physical activity <input type="checkbox"/> states the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs and outlines a plan for improving physical performance and health <input type="checkbox"/> outlines the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs and describes a plan to improve physical performance or health <input type="checkbox"/> explains the effectiveness of a plan based on the outcome
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states plans for improving health or physical activity <input type="checkbox"/> states the effectiveness of a plan 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines a plan for improving physical performance and health <input type="checkbox"/> states the effectiveness of a plan based on the outcome 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> constructs and outlines a plan to improve physical performance or health <input type="checkbox"/> outlines the effectiveness of a plan based on the outcome

0	The student's work does not reach a standard described by any of the descriptors above.
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Criterion C: Applying and performing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recalls and applies a range of skills and techniques <input type="checkbox"/> recalls and applies a range of strategies and movement concepts <input type="checkbox"/> recalls and applies information to perform effectively 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies a range of skills and techniques <input type="checkbox"/> demonstrates and applies a range of strategies and movement concepts <input type="checkbox"/> outlines and applies information to perform effectively 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies a range of complex skills and techniques <input type="checkbox"/> demonstrates and applies a range of complex strategies and movement concepts <input type="checkbox"/> analyzes and applies information to perform effectively
5-6	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recalls and applies skills and techniques <input type="checkbox"/> recalls and applies strategies and movement concepts <input type="checkbox"/> applies information to perform effectively 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies skills and techniques <input type="checkbox"/> demonstrates and applies strategies and movement concepts <input type="checkbox"/> identifies and applies information to perform effectively 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies a range skills and techniques <input type="checkbox"/> demonstrates and applies a range strategies and movement concepts <input type="checkbox"/> analyzes and applies information to perform
3-4	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recalls skills and techniques <input type="checkbox"/> recalls strategies and movement concepts <input type="checkbox"/> applies information to perform 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies skills and techniques with limited success <input type="checkbox"/> demonstrates and applies strategies and movement concepts with limited success <input type="checkbox"/> identifies and applies information to perform 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies skills and techniques <input type="checkbox"/> demonstrates and applies strategies and movement concepts <input type="checkbox"/> identifies and applies information to perform
1-2	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recalls some skills and techniques <input type="checkbox"/> recalls some strategies and movement concepts <input type="checkbox"/> applies information to perform with limited success 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> recalls and applies skills and techniques with limited success <input type="checkbox"/> recalls and applies strategies and movement concepts with limited success <input type="checkbox"/> recalls and applies information to perform 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates and applies skills and techniques with limited success <input type="checkbox"/> demonstrates and applies strategies and movement concepts with limited success <input type="checkbox"/> recalls information to perform
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Reflecting and improving performance

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies and demonstrates strategies to enhance interpersonal skills <input type="checkbox"/> identifies goals and applies strategies to enhance performance <input type="checkbox"/> describes and summarizes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> outlines goals and applies strategies to enhance performance <input type="checkbox"/> explains and evaluates performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explains and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> develops goals and applies strategies to enhance performance <input type="checkbox"/> analyzes and evaluates performance
5-6	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies strategies to enhance interpersonal skills <input type="checkbox"/> lists goals and applies strategies to enhance performance <input type="checkbox"/> outlines and summarizes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> identifies goals and applies strategies to enhance performance <input type="checkbox"/> outlines and evaluates performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> explains goals and applies strategies to enhance performance <input type="checkbox"/> explains and evaluates performance
3-4	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lists strategies to enhance interpersonal skills <input type="checkbox"/> states a goal and applies strategies to enhance performance <input type="checkbox"/> summarizes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> identifies goals to enhance performance <input type="checkbox"/> outlines and summarizes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outlines and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> outlines goals and applies strategies to enhance performance <input type="checkbox"/> describes and summarizes performance
1-2	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> states a strategy to enhance interpersonal skills <input type="checkbox"/> states a goal to enhance performance <input type="checkbox"/> describes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies strategies that enhance interpersonal skills <input type="checkbox"/> lists goals to enhance performance <input type="checkbox"/> summarizes performance 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies and demonstrates strategies that enhance interpersonal skills <input type="checkbox"/> identifies goals to enhance performance <input type="checkbox"/> outlines and summarizes performance
0	The student's work does not reach a standard described by any of the descriptors above.		

Sciences

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations <input type="checkbox"/> interpret information to make scientifically supported judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations <input type="checkbox"/> analyze information to make scientifically supported judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations <input type="checkbox"/> analyze and evaluate information to make scientifically supported judgments
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations <input type="checkbox"/> apply information to make scientifically supported judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations <input type="checkbox"/> interpret information to make scientifically supported judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations <input type="checkbox"/> analyze information to make scientifically supported judgments
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recall scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations <input type="checkbox"/> apply information to make judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations <input type="checkbox"/> apply information to make scientifically supported judgments 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to solve problems set in familiar situations <input type="checkbox"/> interpret information to make scientifically supported judgments
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select scientific knowledge <input type="checkbox"/> select scientific knowledge and understanding to suggest solutions to problems set in familiar situations 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recall scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state scientific knowledge <input type="checkbox"/> apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations

	<input type="checkbox"/> apply information to make judgments, with limited success	<input type="checkbox"/> apply information to make judgments	<input type="checkbox"/> interpret information to make judgments
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion B: Inquiring and designing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline a problem or question to be tested by a scientific investigation <input type="checkbox"/> outline a testable prediction using scientific reasoning <input type="checkbox"/> outline how to manipulate the variables, and outline how sufficient, relevant data will be collected <input type="checkbox"/> design a logical, complete and safe method in which he or she selects appropriate materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe a problem or question to be tested by a scientific investigation <input type="checkbox"/> outline and explain a testable hypothesis using scientific reasoning <input type="checkbox"/> describe how to manipulate the variables, and describe how sufficient, relevant data will be collected <input type="checkbox"/> design a complete and safe method in which he or she selects appropriate materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain a problem or question to be tested by a scientific investigation <input type="checkbox"/> formulate and explain a testable hypothesis using correct scientific reasoning <input type="checkbox"/> explain how to manipulate the variables, and explain how sufficient, relevant data will be collected <input type="checkbox"/> design a logical, complete and safe method in which he or she selects appropriate materials and equipment
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state a problem or question to be tested by a scientific investigation -outline a testable prediction <input type="checkbox"/> outline how to manipulate the variables, and state how relevant data will be collected <input type="checkbox"/> design a complete and safe method in which he or she selects appropriate materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline a problem or question to be tested by a scientific investigation <input type="checkbox"/> outline and explain a testable hypothesis using scientific reasoning <input type="checkbox"/> outline how to manipulate the variables, and outline how sufficient, relevant data will be collected <input type="checkbox"/> design a complete and safe method in which he or she selects appropriate materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe a problem or question to be tested by a scientific investigation <input type="checkbox"/> formulate and explain a testable hypothesis using scientific reasoning <input type="checkbox"/> describe how to manipulate the variables, and describe how sufficient, relevant data will be collected <input type="checkbox"/> design a complete and safe method in which he or she selects appropriate materials and equipment
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state a problem or question to be tested by a scientific investigation -state a testable prediction <input type="checkbox"/> state how to manipulate the variables, and state how data will be collected 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state a problem or question to be tested by a scientific investigation <input type="checkbox"/> outline a testable hypothesis using scientific reasoning <input type="checkbox"/> outline how to manipulate the variables, and state 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline a problem or question to be tested by a scientific investigation <input type="checkbox"/> formulate a testable hypothesis using scientific reasoning <input type="checkbox"/> outline how to manipulate the variables, and outline

	<input type="checkbox"/> design a safe method in which he or she selects materials and equipment	how relevant data will be collected <input type="checkbox"/> design safe method in which he or she selects materials and equipment	how relevant data will be collected <input type="checkbox"/> design safe method in which he or she selects materials and equipment
1-2	The student is able to: <input type="checkbox"/> select a problem or question to be tested by a scientific investigation <input type="checkbox"/> select a testable prediction <input type="checkbox"/> state a variable <input type="checkbox"/> design a method with limited success	The student is able to: <input type="checkbox"/> state a problem or question to be tested by a scientific investigation, with limited success <input type="checkbox"/> state a testable hypothesis <input type="checkbox"/> state the variables <input type="checkbox"/> design a method, with limited success	The student is able to: <input type="checkbox"/> state a problem or question to be tested by a scientific investigation <input type="checkbox"/> outline a testable hypothesis <input type="checkbox"/> outline the variables <input type="checkbox"/> design a method, with limited success
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion C: Processing and evaluating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	The student is able to: <input type="checkbox"/> correctly collect, organize, transform and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and outline results using correct scientific reasoning <input type="checkbox"/> discuss the validity of a prediction based on the outcome of a scientific investigation <input type="checkbox"/> discuss the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> describe improvements or extensions to the method that would benefit the scientific investigation	The student is able to: <input type="checkbox"/> correctly collect, organize, transform and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and describe results using correct scientific reasoning <input type="checkbox"/> discuss the validity of a hypothesis based on the outcome of a scientific investigation <input type="checkbox"/> discuss the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> describe improvements or extensions to the method that would benefit the scientific investigation	The student is able to: <input type="checkbox"/> correctly collect, organize, transform and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and explain results using correct scientific reasoning <input type="checkbox"/> evaluate the validity of a hypothesis based on the outcome of a scientific investigation <input type="checkbox"/> evaluate the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> explain improvements or extensions to the method that would benefit the scientific investigation
5-6	The student is able to: <input type="checkbox"/> correctly collect, organize, and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and outline results using scientific reasoning <input type="checkbox"/> outline the validity of a	The student is able to: <input type="checkbox"/> correctly collect, organize, and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and describe results using scientific reasoning <input type="checkbox"/> outline the validity of a	The student is able to: <input type="checkbox"/> correctly collect, organize and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and explain results using scientific reasoning <input type="checkbox"/> discuss the validity of a

	<p>prediction based on the outcome of a scientific investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> outline improvements or extensions to the method that would benefit the scientific investigation 	<p>hypothesis based on the outcome of a scientific investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> outline improvements or extensions to the method that would benefit the scientific investigation 	<p>hypothesis based on the outcome of a scientific investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> discuss the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> describe improvements or extensions to the method that would benefit the scientific investigation
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> correctly collect and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and outline results <input type="checkbox"/> state the validity of a prediction based on the outcome of a scientific investigation <input type="checkbox"/> state the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> state improvements or extensions to the method that would benefit the scientific investigation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> correctly collect and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and describe results <input type="checkbox"/> state the validity of a hypothesis based on the outcome of a scientific investigation <input type="checkbox"/> state the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> state improvements or extensions to the method that would benefit the scientific investigation 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> correctly collect and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data and explain results <input type="checkbox"/> outline the validity of a hypothesis based on the outcome of a scientific investigation <input type="checkbox"/> outline the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> outline improvements or extensions to the method that would benefit the scientific investigation
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> collect and present data in numerical and/or visual forms <input type="checkbox"/> interpret data <input type="checkbox"/> state the validity of a prediction based on the outcome of a scientific investigation, with limited success <input type="checkbox"/> state the validity of the method based on the outcome of a scientific investigation, with limited success <input type="checkbox"/> state improvements or extensions to the method that would benefit the scientific investigation, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> collect and present data in numerical and/or visual forms <input type="checkbox"/> accurately interpret data <input type="checkbox"/> state the validity of a hypothesis with limited reference to a scientific investigation <input type="checkbox"/> state the validity of the method with limited reference to a scientific investigation <input type="checkbox"/> state limited improvements or extensions to the method 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> collect and present data in numerical and/or visual forms <input type="checkbox"/> interpret data <input type="checkbox"/> state the validity of a hypothesis based on the outcome of a scientific investigation <input type="checkbox"/> state the validity of the method based on the outcome of a scientific investigation <input type="checkbox"/> state improvements or extensions to the method
0	The student's work does not reach a standard described by any of the descriptors above.		

Criterion D: Reflecting on the impacts of science

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> summarize the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> consistently apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> document sources completely 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> discuss and analyze the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> consistently apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> document sources completely 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> consistently apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> document sources completely
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the ways in which science is used to address a specific problem or issue <input type="checkbox"/> outline the implications of using science to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> usually apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> usually document sources correctly 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> summarize the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> usually apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> usually document sources correctly 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> usually apply scientific language to communicate understanding clearly and precisely <input type="checkbox"/> usually document sources correctly
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state the ways in which science is used to address a specific problem or issue <input type="checkbox"/> state the implications of using science to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> sometimes apply scientific language to communicate understanding <input type="checkbox"/> sometimes document sources correctly 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the ways in which science is used to address a specific problem or issue <input type="checkbox"/> outline the implications of using science to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> sometimes apply scientific language to communicate understanding <input type="checkbox"/> sometimes document sources correctly 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> summarize the ways in which science is applied and used to address a specific problem or issue <input type="checkbox"/> describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> sometimes apply scientific language to communicate understanding <input type="checkbox"/> sometimes document sources correctly

1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state the ways in which science is used to address a specific problem or issue, with limited success <input type="checkbox"/> state the implications of using science to solve a specific problem or issue, interacting with a factor, with limited success <input type="checkbox"/> apply scientific language to communicate understanding, with limited success <input type="checkbox"/> document sources, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> state the ways in which science is used to address a specific problem or issue <input type="checkbox"/> state the implications of using science to solve a specific problem or issue, interacting with a factor <input type="checkbox"/> apply scientific language to communicate understanding, but does so with limited success <input type="checkbox"/> document sources, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the ways in which science is used to address a specific problem or issue <input type="checkbox"/> outline the ways in which science is used to address a specific problem or issue <input type="checkbox"/> sometimes apply scientific language to communicate understanding but does so with limited success <input type="checkbox"/> document sources, with limited success
0	The student's work does not reach a standard described by any of the descriptors above.		

Personal Project

The 10th grade Personal Project is an independent course of study involving research and reflection, and results in the creation of a product or outcome which demonstrates a learning goal chosen by each student. A “Global Context” must be chosen to focus the project.

For more information about the 10th grade Personal Project, please see the “Personal Project Student Handbook.”

Criteria	Evidence	Maximum
A: Investigating	Process Journal, Report	8
B: Planning	Process Journal, Report	8
C: Taking action	Product/outcome, Process Journal, Report	8
D: Reflecting	Process Journal, Report	8

Personal Project Criteria Rubrics

Criterion A: Investigating

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> define a clear and highly challenging goal and context for the project, based on personal interests <input type="checkbox"/> identify prior learning and subject-specific knowledge that is consistently highly relevant to the project <input type="checkbox"/> demonstrate excellent research skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> define a clear and challenging goal and context for the project, based on personal interests <input type="checkbox"/> identify prior learning and subject-specific knowledge that is generally relevant to the project <input type="checkbox"/> demonstrate substantial research skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> outline a basic and appropriate goal and context for the project, based on personal interests <input type="checkbox"/> identify basic prior learning and subject-specific knowledge that is relevant to some areas of the project <input type="checkbox"/> demonstrate adequate research skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility <input type="checkbox"/> identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance <input type="checkbox"/> demonstrate limited research skills
0	The student does not achieve a standard described by any of the descriptors above.

Criterion B: Planning

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop rigorous criteria for the product/outcome <input type="checkbox"/> present a detailed and accurate plan and record of the development process of the project <input type="checkbox"/> demonstrate excellent self-management skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop substantial and appropriate criteria for the product/outcome <input type="checkbox"/> present a substantial plan and record of the development process of the project <input type="checkbox"/> demonstrate substantial self-management skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop adequate criteria for the product/outcome <input type="checkbox"/> present an adequate plan and record of the development process of the project <input type="checkbox"/> demonstrate adequate self-management skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> develop limited criteria for the product/outcome <input type="checkbox"/> present a limited or partial plan and record of the process of the project <input type="checkbox"/> demonstrate limited self-management skills
0	The student has not reached a standard described by any of the descriptors given above.

Criterion C: Taking action

Achievement Level	Level Descriptor
7-8	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create an excellent product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate excellent thinking skills <input type="checkbox"/> demonstrate excellent communication and social skills
5-6	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a substantial product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate substantial thinking skills <input type="checkbox"/> demonstrate substantial communication and social skills
3-4	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a basic product/outcome in response to the goal, global context and criteria <input type="checkbox"/> demonstrate adequate thinking skills <input type="checkbox"/> demonstrate adequate communication and social skills
1-2	The student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> create a limited product/outcome in response to the goal, global context and criteria (specifications) <input type="checkbox"/> demonstrate limited thinking skills <input type="checkbox"/> demonstrate limited communication and social skills

0	The student has not reached a standard described by any of the descriptors given above.
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Criterion D: Reflecting

Achievement Level	Level Descriptor
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present an excellent evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present excellent reflection on his or her development as an IB learner through the project
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a substantial evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present substantial reflection on his or her development as an IB learner through the project
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a basic evaluation of the quality of the product/outcome against his or her criteria (specifications) <input type="checkbox"/> present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present adequate reflection on his or her development as an IB learner through the project
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> present a limited evaluation of the quality of the product/ outcome against his or her criteria (specifications) <input type="checkbox"/> present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context <input type="checkbox"/> present limited reflection on his or her development as an IB learner through the project
0	The student has not reached a standard described by any of the descriptors given above