

Metropolitan Learning Center  
IB- Middle Years Programme  
2014-2015

**Year 4 (Grade 9) and Year 5 (Grade 10)  
Assessment Rubrics**

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**Arts: MYP Years 4-5**

**Criterion A: Knowing and understanding (Maximum: 8)**

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology ii. demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts iii. demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	
3–4	The student: i. demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology ii. demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts iii. demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	
5–6	The student: i. demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology ii. demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts iii. demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions.	
7–8	The student: i. demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology ii. demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts iii. demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	

## Arts: MYP Years 4-5

### Criterion B: Developing skills (Maximum: 8)

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

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.	
3–4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.	
5–6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.	
7–8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.	

**Arts: MYP Years 4-5**

**Criterion C: Thinking creatively (Maximum: 8)**

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

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviors
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent ii. demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviors iii. demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.	
3–4	The student: i. develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent ii. demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviors iii. demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.	
5–6	The student: i. develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent ii. demonstrates a <b>substantial</b> range and depth of creative-thinking behaviors iii. demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.	
7–8	The student: i. develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent ii. demonstrates an <b>excellent</b> range and depth of creative-thinking behaviors iii. demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> a point of realization.	

## Arts: MYP Year 5

### Criterion D: Responding (Maximum: 8)

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

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that <b>may</b> intend to reflect or impact on the world around him or her</li> <li>iii. presents a <b>limited</b> critique of the artwork of self and others.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents an <b>adequate</b> critique of the artwork of self and others.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents a <b>substantial</b> critique of the artwork of self and others.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that intends to <b>effectively</b> reflect or impact on the world around him or her</li> <li>iii. presents an <b>excellent</b> critique of the artwork of self and others.</li> </ol>	

## Design: MYP Years 4-5

### Criterion A: Inquiring and analyzing (Maximum: 8)

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>develops</b> a basic design brief, which <b>states</b> the <b>findings</b> of relevant research.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>outlines</b> a research plan, which <b>identifies</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses one</b> existing product that inspires a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>outlines</b> the analysis of relevant research.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>constructs</b> a research plan, which <b>identifies</b> and <b>prioritizes</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses a range</b> of existing products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>explains</b> the analysis of relevant research.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem for a client/target audience</li> <li>ii. <b>constructs a detailed</b> research plan, which <b>identifies</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem independently</li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem in detail</li> <li>iv. <b>develops a detailed</b> design brief, which <b>summarizes</b> the analysis of relevant research.</li> </ol>	

#### Notes for Criterion A

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

## Design: MYP Year 5

### Criterion B: Developing ideas (Maximum: 8)

Students develop a solution. At the end of year 5, students should be able to:

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>lists some basic</b> design specifications for the design of a solution</li> <li>ii. <b>presents one</b> design, which can be interpreted by others</li> <li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>lists some</b> design specifications, which relate to the success criteria for the design of a solution</li> <li>ii. <b>presents a few</b> feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</li> <li>iii. <b>justifies</b> the selection of the chosen design with reference to the design specification</li> <li>iv. <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the creation of the chosen solution.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>develops</b> design specifications, which <b>outline</b> the success criteria for the design of a solution</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies</b> its selection with reference to the design specification</li> <li>iv. <b>develops accurate</b> planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops detailed</b> design specifications, which <b>explain</b> the success criteria for the design of a solution based on the analysis of the research</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) and <b>detailed</b> annotation, which can be <b>correctly</b> interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies fully and critically</b> its selection with <b>detailed</b> reference to the design specification</li> <li>iv. <b>develops accurate and detailed</b> planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</li> </ol>	

#### Notes for Criterion B

In MYP design, a feasible idea is one that the student can create within the allocated time with the tools and facilities available to them.

Examples of “planning drawings/diagrams” for digital design solutions include website navigation maps, interface layout— aesthetic considerations (websites), detailed sketches (graphic design), detailed storyboards (video editing and animations), and so on.

Examples of “planning drawings/diagrams” for product design solutions include scale drawing with measurements (orthographic), part and assembly drawings, exploded drawings, recipes, cutting plans, and so on.

## Design: MYP Years 4-5

### Criterion C: Creating the solution (Maximum: 8)

Students create a solution. At the end of year 5, students should be able to:

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

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

#### Notes for Criterion C

When changes have been made to the solution, students must describe and justify each change. If there are no changes to the plan, students are not required to describe or justify any changes.

**Technical skills:** A student’s level of technical skill can be determined using the following two factors: the complexity of skill demonstrated the level of guidance needed from the teacher to complete the task.

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



## Design: MYP Years 4-5

### Criterion D: Evaluating (Maximum: 8)

Students evaluate the solution. At the end of year 5, students should be able to:

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>designs</b> a testing <b>method</b>, which is used to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>designs a relevant</b> testing method, which generates data, to measure the success of the solution</li> <li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>outlines</b> how the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>designs relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>explains</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>describes</b> how the solution could be improved</li> <li>iv. <b>explains</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>designs detailed and relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li> <li>ii. critically <b>evaluates</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>iii. <b>explains</b> how the solution could be improved</li> <li>iv. <b>explains</b> the impact of the product on the client/target audience.</li> </ol>	

#### Notes for Criterion D

**Product testing:** This is a stage in the design process where versions of products (for example, prototypes) are tested against the design need (specification), applied to the context and presented to the end-user or target audience. These tests may include the collection and analysis of data. Types of testing include **user trial and observation:** (usability and intuitiveness), **field/performance test:** (functionality and performance), **expert appraisal:** (beta testing, consumer testing)

**Authentic tests:** The tests are relevant to the project and are completed by appropriate testers to gain high-quality quantitative and qualitative feedback.

## Individuals and Societies: MYP Years 4-5

### Criterion A: Knowing and understanding (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>i. makes <b>limited</b> relevant of terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li> </ul>	

## Individuals and Societies: MYP Year 4-5

### Criterion B: Investigating (Maximum: 8)

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

- i. formulate/choose a clear and focused research question
- ii. formulate and follow an action plan to explore a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is clear <b>or</b> and describes its relevance</li> <li>ii. formulates a <b>limited</b> action plan or does not follow a plan</li> <li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li> <li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>describes</b> its relevance <b>in detail</b></li> <li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>mostly relevant</b> information</li> <li>iv. evaluates <b>some</b> aspects on the research process and results of the investigation</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate, varied relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results</li> </ol>	

## Individuals and Societies: MYP Years 4-5

### Criterion C: Communicating (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>in a limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b></li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognized convention</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the audience and purpose</li> <li>iii. <b>often</b> documents sources of information using a recognized convention</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognized convention</li> </ol>	

## Individuals and Societies: MYP Years 4-5

### Criterion D: Thinking critically (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>begins to analyze</b> concepts, issues, models, visual representation and/or theories in a limited way</li> <li>ii. <b>begins to identify</b> connections between information to make simple arguments</li> <li>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>iv. identifies different perspectives</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make arguments</li> <li>iii. <b>analyses and/or evaluates</b> sources /data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>iv. <b>interprets</b> different perspectives and some of their implications</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. discuss concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>iv. <b>interprets</b> different perspectives and their implications.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>iv. <b>thoroughly interprets a range of</b> different perspectives and their implications.</li> </ol>	

## Language Acquisition Phase 3

### Criterion A: Comprehending spoken and visual text (Maximum: 8)

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage 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.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>	
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. has <b>some</b> understanding of conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>	
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>considerable</b> understanding of conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>	
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>excellent</b> understanding of conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>	

## Language Acquisition Phase 3

### Criterion B: Comprehending written and visual text (Maximum: 8)

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage 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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>	
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. understands <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>	
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. understands <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>	
7–8	<p>The student:</p> <ol style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> understands basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ol> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>	

### Language Acquisition Phase 3

#### Criterion C: Communicating in response to spoken, written, and visual text (Maximum: 8)

At the end of phase 3, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience and purpose.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience and purpose.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken, written and visual text</li> <li>ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of audience and purpose.</li> </ol>	



## Language Acquisition Phase 3

### Criterion D: Using language in spoken and written form (Maximum: 8)

At the end of phase 3, students should be able to:

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes information and ideas <b>clearly</b>, and uses a range of basic cohesive devices accurately; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message</li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ol>	

## Language and Literature: MYP Years 4-5

### Criterion A: Analyzing (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>competently</b> analyses the effects of the creator's choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>perceptively</b> analyses the effects of the creator's choices on an audience</li> <li>iii. gives <b>detailed justification of</b> opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ol>	

## Language and Literature: MYP Years 4-5

### Criterion B: Organizing (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ol>	

## Language and Literature: MYP Years 4-5

### Criterion C: Producing text (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination or sensitivity and <b>minimal</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to develop ideas.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and <b>perceptive</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ol>	

## Language and Literature: MYP Years 4-5

### Criterion D: Using language (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques</li> </ol>	

## Mathematics: MYP Years 4-5

### Criterion A: Knowing and understanding (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.	
3–4	The student is able to: i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.	
5–6	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.	
7–8	The student is able to: i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. <b>apply</b> the selected mathematics successfully when solving these problems iii. generally <b>solve</b> these problems correctly.	

## Mathematics: MYP Years 4-5

### Criterion B: Investigating patterns (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: i. <b>apply</b> , with teacher support, mathematical problem-solving techniques to discover simple patterns ii. <b>state</b> predictions consistent with patterns.	
3–4	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to discover simple patterns ii. <b>suggest</b> general rules consistent with findings.	
5–6	The student is able to: i. <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns ii. <b>describe</b> patterns as general rules consistent with findings iii. <b>verify</b> the validity of these general rules.	
7–8	The student is able to: i. <b>select</b> and <b>apply</b> mathematical problem-solving techniques to discover complex patterns ii. <b>describe</b> patterns as general rules consistent with correct findings iii. <b>prove</b> , or <b>verify</b> and <b>justify</b> , these general rules.	

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

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

## Mathematics: MYP Years 4-5

### Criterion C: Communicating (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>use</b> limited mathematical language</li> <li>ii. <b>use</b> limited forms of mathematical representation to present information</li> <li>iii. <b>communicate</b> through lines of reasoning that are difficult to interpret.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>use</b> some appropriate mathematical language</li> <li>ii. <b>use</b> different forms of mathematical representation to present information adequately</li> <li>iii. <b>communicate</b> through lines of reasoning that are complete</li> <li>iv. adequately <b>organize</b> information using a logical structure.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. usually <b>use</b> appropriate mathematical language</li> <li>ii. usually <b>use</b> appropriate forms of mathematical representation to present information correctly</li> <li>iii. usually move between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete and coherent</li> <li>v. <b>present</b> work that is usually organized using a logical structure</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. consistently <b>use</b> appropriate mathematical language</li> <li>ii. <b>use</b> appropriate forms of mathematical representation to consistently present information correctly</li> <li>iii. move effectively between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete, coherent, and concise</li> <li>v. <b>present</b> work that is consistently organized using a logical structure.</li> </ol>	



## Mathematics: MYP Years 4-5

### Criterion D: Applying mathematics in real-life contexts (Maximum: 8)

At the end of year 3, students should be able to:

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

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

## Physical and Health Education: MYP Years 4-5

### Criterion A: Knowing and understanding (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ol>	

#### Notes for Criterion A

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

## Physical and Health Education: MYP Years 4-5

### Criterion B: Planning for performance (Maximum: 8)

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

- i. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. <b>constructs and outlines</b> a plan to improve physical performance or health ii. <b>outlines</b> the effectiveness of a plan based on the outcome.	
3–4	The student: i. <b>constructs and describes</b> a plan to improve physical performance or health ii. <b>explains</b> the effectiveness of a plan based on the outcome.	
5–6	The student: i. <b>designs and explains</b> a plan to improve physical performance or health ii. <b>analyses</b> the effectiveness of a plan based on the outcome.	
7–8	The student: i. <b>designs, explains and justifies</b> a plan to improve physical performance or health ii. <b>analyzes and evaluates</b> the effectiveness of a plan based on the outcome.	

#### Notes for Criterion B

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

Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)

In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

## Physical and Health Education: MYP 4-5

### Criterion C: Applying and performing (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>iii. <b>recalls</b> information to perform.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>	

#### Notes for Criterion C

Criterion C must be assessed in **performance/playing situations**.

A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.

A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.

A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.

Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

## Physical and Health Education: MYP Years 4-5

### Criterion D: Reflecting and improving performance (Maximum: 8)

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

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>describes</b> and <b>summarizes</b> performance.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>explains</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>explains</b> and <b>evaluates</b> performance.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li> <li>ii. <b>develops</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>analyzes</b> and <b>evaluates</b> performance.</li> </ol>	

#### Notes for Criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

## Sciences: MYP Years 4-5

### Criterion A: Knowing and understanding (Maximum: 8)

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

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li> <li>iii. <b>interpret</b> information to make <b>judgments</b>.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b></li> <li>iii. <b>interpret</b> information to make <b>scientifically supported judgments</b>.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b></li> <li>iii. <b>analyse</b> information to make <b>scientifically supported judgments</b>.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>analyze</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b>.</li> </ol>	

## Sciences: MYP Years 4-5

### Criterion B: Inquiring and designing (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>outline</b> a testable hypothesis</li> <li>iii. <b>outline</b> the variables</li> <li>iv. <b>design</b> a method, <b>with limited success</b>.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>relevant data</b> will be collected</li> <li>iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment</b>.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. design a <b>complete and safe method</b> in which he or she selects <b>appropriate materials and equipment</b>.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>iii. <b>explain</b> how to manipulate the variables, and <b>explain</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. <b>design</b> a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li> </ol>	

## Sciences: MYP Years 4-5

### Criterion C: Processing and evaluating (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>interpret</b> data</li> <li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results</li> <li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>evaluate</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>evaluate</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>explain</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	



## Sciences: MYP Years 4-5

### Criterion D: Reflecting on the impacts of science (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li> <li>iv. document sources, with <b>limited success</b>.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li> <li>iv. <b>sometimes</b> document sources correctly.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding clearly and precisely</li> <li>iv. <b>usually</b> document sources correctly.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss and evaluate</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. document sources <b>completely</b>.</li> </ol>	