



## International Baccalaureate Middle Years Program

### Assessment Criteria

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## Language and Literature Assessment Criteria

### Year 1 - Criterion A - Analyzing

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. provides <b>minimal</b> identification and comment upon significant aspects of texts ii. provides <b>minimal</b> identification and comment upon the creator's choices iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b> .
3 - 4	The student: i. provides <b>adequate</b> identification and comment upon significant aspects of texts ii. provides <b>adequate</b> identification and comment upon the creator's choices iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b> .
5 - 6	The student: i. provides <b>substantial</b> identification and comment upon significant aspects of texts ii. provides <b>substantial</b> identification and comment upon the creator's choices iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. <b>describes some</b> similarities and differences in features <b>within and between texts</b> .
7 - 8	The student: i. provides <b>perceptive</b> identification and comment upon significant aspects of texts ii. provides <b>perceptive</b> identification and comment upon the creator's choices iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology iv. <b>compares and contrasts</b> features <b>within and between texts</b> .

### Year 1 - Criterion B - Organizing

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a <b>minimal degree of logic</b> iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3 - 4	The student: i. makes <b>adequate</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas with <b>some degree of logic</b> iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5 - 6	The student: i. makes <b>competent</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7 - 8	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b> ii. <b>effectively</b> organizes opinions and ideas in a logical manner with ideas building on each other in a <b>sophisticated</b> way iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.

## Language and Literature, cont'd

### Year 1 - Criterion C - Producing text

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

Language and Literature, cont'd

Year 1 - Criterion D - Using language

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

Language and Literature, cont'd

Year 3 - Criterion A – Analyzing

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationship among texts ii. provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.
3 - 4	The student: i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationship among texts ii. provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. interprets <b>some</b> similarities and differences in features within and between genres and texts.
5 - 6	The student: i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.
7 - 8	The student: i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts <b>thoroughly</b> ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience iii. gives <b>detailed justification</b> of opinions and ideas with a <b>range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.

Year 3 - Criterion B – Organizing

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b> iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3 - 4	The student: i. makes <b>adequate</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas with <b>some degree of coherence and logic</b> iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5 - 6	The student: i. makes <b>competent</b> use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7 - 8	The student: i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.

Language and Literature, cont'd

Year 3 - Criterion C - Producing text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul 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 thought, imagination and sensitivity and <b>minimal</b> exploration and consideration of 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 relevant</b> details and examples to develop ideas.</li> </ul>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</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> </ul>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</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> </ul>
7 - 8	<p>The student:</p> <ul 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 <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</li> </ul>

Language and Literature, cont'd

Year 3 - Criterion D - Using language

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul 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 limited 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> </ul>
3 - 4	<p>The student:</p> <ul 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> </ul>
5 - 6	<p>The student:</p> <ul 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> </ul>
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a varied 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> </ul>

## Language Acquisition Assessment Criteria

### Phase 1 - Criterion A - Knowing and understanding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic 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 personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic 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> personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>



## Language Acquisition, cont'd

### Phase 1 - Criterion B - Comprehending written and visual text

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

## Language Acquisition, cont'd

### Phase 1 - Criterion C - Communicating in response to spoken and/or written text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b> ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics iv. communicates with a <b>limited</b> sense of audience.
3 - 4	The student: i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b> ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on <b>a limited range</b> of aspects of everyday topics iv. communicates with <b>some</b> sense of audience.
5 - 6	The student: i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics iv. communicates with a <b>considerable</b> sense of audience.
7 - 8	The student: i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics iv. communicates with an <b>excellent</b> sense of audience.

## Language Acquisition, cont'd

### Phase 1 - Criterion D - Using language in spoken and/or written form

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

## Language Acquisition, cont'd

### Phase 2 - Criterion A - Knowing and understanding

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

## Language Acquisition, cont'd

### Phase 2 - Criterion B - Comprehending written and visual text

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

## Language Acquisition, cont'd

### Phase 2 - Criterion C - Communicating in response to spoken and/or written text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b> ii. interacts <b>minimally</b> in basic structured exchanges iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations iv. communicates with a <b>limited</b> sense of audience.
3 - 4	The student: i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b> ii. interacts <b>to some degree</b> in basic structured exchanges iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed iv. communicates with <b>some</b> sense of audience.
5 - 6	The student: i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts <b>considerably</b> in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed iv. communicates with a <b>considerable</b> sense of audience.
7 - 8	The student: i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts <b>confidently</b> in basic structured exchanges iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in <b>a variety</b> of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an <b>excellent</b> sense of audience.

## Language Acquisition, cont'd

### Phase 2 - Criterion D - Using language in spoken and/or written form

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

## Language Acquisition, cont'd

### Phase 3 - Criterion A - Knowing and understanding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul 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> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. 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> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. 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> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. 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> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>



## Language Acquisition, cont'd

### Phase 3 - Criterion B - Comprehending written and visual text

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

## Language Acquisition, cont'd

### Phase 3 - Criterion C - Communicating in response to spoken and/or written text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b> ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations iv. communicates with a <b>limited</b> sense of audience and purpose.
3 - 4	The student: i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b> ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges 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 iv. communicates with <b>some</b> sense of audience and purpose.
5 - 6	The student: i. responds <b>appropriately</b> to spoken and/or written and/or visual text ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a <b>considerable</b> sense of audience and purpose.
7 - 8	The student: i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges iii. <b>effectively</b> expresses <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 iv. communicates with an <b>excellent</b> sense of audience and purpose.

## Language Acquisition, cont'd

### Phase 3 - Criterion D - Using language in spoken and/or written form

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

## Language Acquisition, cont'd

### Phase 4 - Criterion A - Knowing and understanding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> constructing meaning from information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting 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> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>some</b> meaning and draws <b>some</b> conclusions from information, main ideas and <b>some</b> supporting details</li> <li>ii. interprets <b>some</b> 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> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>considerable</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets <b>most</b> 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> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>extensive</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>ii. interprets 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> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Language Acquisition, cont'd

### Phase 4 - Criterion B - Comprehending written and visual text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> constructing meaning by identifying stated information or main ideas and supporting details; is <b>not able</b> to draw conclusions</li> <li>ii. <b>has difficulty</b> interpreting 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> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>some</b> meaning from stated and <b>some</b> implied information, main ideas and supporting details; draws <b>some</b> conclusions</li> <li>ii. interprets <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>considerable</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li> <li>ii. interprets <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>extensive</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li> <li>ii. interprets basic conventions including aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Language Acquisition, cont'd

### Phase 4 - Criterion C - Communicating in response to spoken and/or written text

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b> ii. engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses <b>few</b> ideas and feelings, and communicates <b>minimal</b> information in simple and complex texts iv. communicates with a <b>limited</b> sense of audience and purpose.
3 - 4	The student: i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b> ii. engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance iii. expresses <b>some</b> ideas and feelings, and communicates <b>some</b> information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with <b>some</b> sense of audience and purpose.
5 - 6	The student: i. responds <b>appropriately</b> to spoken and/or written and/or visual text ii. engages <b>considerably</b> in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a <b>considerable</b> sense of audience and purpose.
7 - 8	The student: i. responds <b>in detail</b> and appropriately to spoken and/or written and/ or visual text ii. engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of informative and organized</b> ideas on topics of personal and global significance iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings, and communicates information in simple and complex texts; ideas are <b>relevant</b> and <b>developed</b> , and opinions are supported by examples and illustrations iv. communicates with an <b>excellent</b> sense of audience and purpose.

## Language Acquisition, cont'd

### Phase 4 - Criterion D - Using language in spoken and/or written form

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

## Individuals and Societies Assessment Criteria

### Year 1 - Criterion A - Knowing and understanding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>recognizes some</b> vocabulary ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.
3 - 4	The student: i. <b>uses some</b> vocabulary ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.
5 - 6	The student: i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
7 - 8	The student: i. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.

### Year 1 - Criterion B - Investigating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>identifies</b> a research question ii. follows an action plan in a <b>limited way</b> to explore a research question iii. <b>collects</b> and <b>records</b> information, to a <b>limited extent</b> iv. <b>with guidance</b> , reflects on the research process and results, to a <b>limited extent</b> .
3 - 4	The student: i. <b>describes</b> the choice of a research question ii. <b>partially</b> follows an action plan to explore a research question iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information iv. <b>with guidance</b> , reflects on the research process and results with <b>some</b> depth.
5 - 6	The student: i. <b>describes</b> the choice of a research question <b>in detail</b> ii. <b>mostly</b> follows an action plan to explore a research question iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information iv. <b>reflects</b> on the research process and results.
7 - 8	The student: i. <b>explains</b> the choice of a research question ii. <b>effectively</b> follows an action plan to explore a research question iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information iv. <b>thoroughly</b> reflects on the research process and results.



## Individuals and Societies, cont'd

### Year 1 - Criterion C - Communicating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. communicates information and ideas in a style that is <b>not always</b> clear ii. organizes information and ideas in a <b>limited way</b> iii. <b>inconsistently</b> lists sources, not following the task instructions.
3 - 4	The student: i. communicates information and ideas in a way that is <b>somewhat</b> clear ii. <b>somewhat</b> organizes information and ideas iii. lists sources in a way that <b>sometimes</b> follows the task instructions.
5 - 6	The student: i. communicates information and ideas in a way that is <b>mostly</b> clear ii. <b>mostly</b> organizes information and ideas iii. lists sources in a way that <b>often</b> follows the task instructions.
7 - 8	The student: i. communicates information and ideas in a way that is <b>completely</b> clear ii. <b>completely</b> organizes information and ideas <b>effectively</b> iii. lists sources in a way that <b>always</b> follows the task instructions.

### Year 1 - Criterion D - Thinking critically

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. identifies the main points of ideas, events, visual representation or arguments <b>to a limited extent</b> ii. <b>rarely</b> uses information to justify opinions iii. identifies the origin and purpose of <b>limited</b> sources/data iv. identifies <b>some</b> different views.
3 - 4	The student: i. identifies <b>some</b> main points of ideas, events, visual representation or arguments ii. justifies opinions with <b>some</b> information iii. <b>identifies</b> the origin and purpose of sources/data iv. identifies <b>some</b> different views and suggests <b>some</b> of their implications.
5 - 6	The student: i. <b>identifies</b> the main points of ideas, events, visual representation or arguments ii. gives <b>sufficient</b> justification of opinions using information iii. identifies the origin and purpose of a <b>range</b> of sources/data iv. identifies different views and <b>most</b> of their implications.
7 - 8	The student: i. identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments ii. gives <b>detailed</b> justification of opinions using information iii. <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose iv. <b>consistently</b> identifies different views and their implications

## Individuals and Societies, cont'd

### Year 3 - Criterion A - Knowing and understanding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. makes <b>limited</b> use of terminology ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.
3 - 4	The student: i. uses <b>some</b> terminology <b>accurately</b> ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.
5 - 6	The student: i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b> ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
7 - 8	The student: i. <b>consistently</b> uses <b>a range</b> of terminology <b>accurately</b> ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.

### Year 3 - Criterion B - Investigating

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

## Individuals and Societies, cont'd

### Year 3 - Criterion C - Communicating

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

### Year 3 - Criterion D - Thinking critically

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>nominal</b> value and limitations of sources/data iv. <b>identifies</b> different perspectives.
3 - 4	The student: i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information to make <b>some adequate</b> arguments iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.
5 - 6	The student: i. completes a <b>suitable</b> analysis of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments iii. <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.
7 - 8	The student: i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.

## Science Assessment Criteria

### Year 1 - Criterion A - Knowing and Understanding

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

### Year 1 - Criterion B - Inquiring and designing

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

Sciences, cont'd

Year 1 - Criterion C - Processing and evaluating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. <b>collect and present</b> data in numerical and/or visual forms ii. <b>interpret</b> data iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation, <b>with limited success</b> iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation, <b>with limited success</b> v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation, <b>with ltd success</b> .
3 - 4	The student is able to: i. <b>correctly collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>outline</b> results iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.
5 - 6	The student is able to: i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>outline</b> results <b>using scientific reasoning</b> iii. <b>outline</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.
7 - 8	The student is able to: i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms ii. <b>accurately interpret data</b> and <b>outline</b> results <b>using correct scientific reasoning</b> iii. <b>discuss</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.

Year 1 - Criterion D - Reflecting on the impacts of science

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to, <b>with limited success</b> : i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>apply</b> scientific language to communicate understanding iv. document sources.
3 - 4	The student is able to: i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>sometimes apply</b> scientific language to communicate understanding iv. <b>sometimes</b> document sources correctly.
5 - 6	The student is able to: i. <b>outline</b> the ways in which science is used to address a specific problem or issue ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. <b>usually</b> document sources correctly.
7 - 8	The student is able to: i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>describe and summarize</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. document sources <b>completely</b> .

Year 3 - Criterion A - Knowing and Understanding

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

Year 3 - Criterion B - Inquiring and designing

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

Sciences, cont'd

Year 3 - Criterion C - Processing and evaluating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. <b>collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data iii. <b>state</b> the validity of a hypothesis <b>with limited reference</b> to a scientific investigation iv. <b>state</b> the validity of the method <b>with limited reference</b> to a scientific investigation v. <b>state limited</b> improvements or extensions to the method.
3 - 4	The student is able to: i. <b>correctly collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>describe</b> results iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation. iv. <b>adequately organize</b> information using a logical structure.
5 - 6	The student is able to: i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>describe</b> results <b>using scientific reasoning</b> iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.
7 - 8	The student is able to: i. <b>correctly collect, organize, transform and present</b> data in numerical and/ or visual forms ii. <b>accurately interpret data</b> and <b>describe</b> results <b>using correct scientific reasoning</b> iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.

Sciences, cont'd

Year 3 - Criterion D - Reflecting on the impacts of science

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b> iv. document sources, <b>with limited success</b> .
3 - 4	The student is able to: i. <b>outline</b> the ways in which science is used to address a specific problem or issue ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>sometimes apply</b> scientific language to communicate understanding iv. <b>sometimes</b> document sources <b>correctly</b> .
5 - 6	The student is able to: i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. <b>usually</b> document sources <b>correctly</b> .
7 - 8	The student is able to: i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>discuss and analyse</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. document sources <b>completely</b> .



## Mathematics Assessment Criteria

### Year 1 - Criterion A - Knowing and Understanding

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

### Year 1 - Criterion B - Investigating patterns

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. <b>apply, with teacher support</b> , mathematical problem-solving techniques to recognize <b>simple patterns</b> ii. <b>state</b> predictions consistent with simple patterns.
3 - 4	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize <b>patterns</b> ii. <b>suggest</b> how these patterns work.
5 - 6	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize <b>patterns</b> ii. <b>suggest relationships</b> or general rules consistent with findings iii. verify whether patterns work for <b>another example</b> .
7 - 8	The student is able to: i. <b>select and apply</b> mathematical problem-solving techniques to recognize <b>correct patterns</b> ii. <b>describe patterns as relationships</b> or general rules consistent with <b>correct findings</b> iii. verify whether patterns work for <b>other examples</b> .

Year 1 - Criterion C - Communicating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. use <b>limited</b> mathematical language ii. use <b>limited forms</b> of mathematical representation to present information iii. communicate through lines of reasoning that are <b>difficult to understand</b> .
3 - 4	The student is able to: i. use <b>some appropriate</b> mathematical language ii. use <b>different forms</b> of mathematical representation to present information <b>adequately</b> iii. communicate through lines of reasoning that are <b>able to be understood</b> , although these are <b>not always coherent</b> iv. <b>adequately organize</b> information using a logical structure
5 - 6	The student is able to: i. <b>usually</b> use <b>appropriate</b> mathematical language ii. <b>usually</b> use <b>different forms</b> of mathematical representation to present information <b>correctly</b> iii. communicate through lines of reasoning that are <b>usually coherent</b> iv. <b>present</b> work that is <b>usually organized</b> using a logical structure.
7 - 8	The student is able to: i. <b>consistently</b> use <b>appropriate</b> mathematical language ii. <b>consistently</b> use <b>different forms</b> of mathematical representation to present information <b>correctly</b> iii. communicate <b>clearly</b> through <b>coherent</b> lines of reasoning iv. present work that is <b>consistently organized</b> using a logical structure.

Year 1 - Criterion D - Applying Mathematics in real-life contexts

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

Year 3 - Criterion A - Knowing and Understanding

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

Year 3 - Criterion B - Investigating Patterns

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

Year 3 - Criterion C - Communicating

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student is able to: i. use <b>limited</b> mathematical language ii. use <b>limited forms</b> of mathematical representation to present information iii. communicate through lines of reasoning that are <b>difficult to interpret</b> .
3 - 4	The student is able to: i. use <b>some appropriate</b> mathematical language ii. use <b>different forms</b> of mathematical representation to present information <b>adequately</b> iii. communicate through lines of reasoning that are <b>able to be understood</b> , although these are <b>not always clear</b> iv. <b>adequately organize</b> information using a logical structure.
5 - 6	The student is able to: i. <b>usually</b> use <b>appropriate</b> mathematical language ii. <b>usually</b> use <b>different forms</b> of mathematical representation to present information <b>correctly</b> iii. move between different forms of mathematical representation <b>with some success</b> iv. communicate through lines of reasoning that are clear although <b>not always coherent or complete</b> v. present work that is <b>usually organized</b> using a logical structure.
7 - 8	The student is able to: i. <b>consistently</b> use <b>appropriate</b> mathematical language ii. use <b>different forms</b> of mathematical representation to <b>consistently</b> present information <b>correctly</b> iii. move <b>effectively</b> between different forms of mathematical representation iv. communicate through lines of reasoning that are <b>complete and coherent</b> v. present work that is <b>consistently organized</b> using a logical structure.

Year 3 - Criterion D - Applying mathematics in real-life contexts

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

## Arts Assessment Criteria

### Year 1 - Criterion A - Knowing and understanding

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

### Year 1 - Criterion B - Developing skills

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

## Arts, cont'd

### Year 1 - Criterion C - Thinking creatively

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. identifies a <b>limited</b> artistic intention ii. identifies <b>limited</b> alternatives and perspectives iii. demonstrates <b>limited</b> exploration of ideas.
3 - 4	The student: i. identifies an <b>adequate</b> artistic intention ii. identifies <b>adequate</b> alternatives and perspectives iii. demonstrates <b>adequate</b> exploration of ideas.
5 - 6	The student: i. identifies a <b>substantial</b> artistic intention ii. identifies <b>substantial</b> alternatives and perspectives iii. demonstrates <b>substantial</b> exploration of ideas.
7 - 8	The student: i. identifies an <b>excellent</b> artistic intention ii. identifies <b>excellent</b> alternatives and perspectives iii. demonstrates <b>excellent</b> exploration of ideas.

### Year 1 - Criterion D - Responding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. identifies <b>limited</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art iii. presents a <b>limited</b> evaluation of certain elements of artwork.
3 - 4	The student: i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art iii. presents an <b>adequate</b> evaluation of certain elements of artwork.
5 - 6	The student: i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art iii. presents a <b>substantial</b> evaluation of certain elements of artwork.
7 - 8	The student: i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art iii. presents an <b>excellent</b> evaluation of certain elements or principles of artwork.

## Arts, cont'd

### Year 3 - Criterion A - Knowing and understanding

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

### Year 3 - Criterion B - Developing Skills

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

## Arts, cont'd

### Year 3 - Criterion C - Thinking creatively

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

### Year 3 - Criterion D - Responding

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her iii. presents a <b>limited</b> evaluation of the artwork of self and others. iv. <b>identifies</b> different perspectives.
3 - 4	The student: i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings ii. creates an <b>adequate</b> artistic response that is inspired by the world around him or her <b>to some degree</b> iii. presents an <b>adequate</b> evaluation of the artwork of self and others.
5 - 6	The student: i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings ii. creates a <b>substantial</b> artistic response that is <b>considerably</b> inspired by the world around him or her iii. presents a <b>substantial</b> evaluation of the artwork of self and others.
7 - 8	The student: i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b> , and <b>effectively</b> transfers learning to new settings ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii. presents an <b>excellent</b> evaluation of the artwork of self and others.



## Physical and Health Education Assessment Criteria

### Year 1 – Criterion A – Knowing and Understanding

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls some</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues iii. <b>recalls</b> physical and health terminology.
3-4	The student: i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>suggest</b> solutions to problems set in <b>familiar situations</b> iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b> .
5-6	The student: i. <b>states</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding.
7-8	The student: i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues and <b>solve</b> problems set in familiar <b>and unfamiliar situations</b> iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.

### Year 1 - Criterion B – Planning for Performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>states</b> a plan for improving health and/or physical activity ii. <b>states</b> the effectiveness of a plan.
3-4	The student: i. <b>outlines a basic</b> plan for improving health and/or physical activity ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b> .
5-6	The student: i. <b>outlines</b> a plan for improving health and/or physical activity ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b> .
7-8	The student: i. <b>constructs</b> and <b>outlines</b> a plan for improving health and/or physical activity ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b> .

### Year 1 – Criterion C – Applying and performing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls some</b> skills and techniques ii. <b>recalls some</b> strategies and movement concepts iii. <b>applies</b> information to perform with limited success.
3-4	The student: i. <b>recalls</b> skills and techniques ii. <b>recalls</b> strategies and movement concepts iii. <b>applies</b> information to perform.
5-6	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts iii. <b>applies</b> information to perform <b>effectively</b> .
7-8	The student: i. <b>recalls</b> and <b>applies a range</b> of skills and techniques ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b>

**Year 1 – Criterion D – Reflecting and improving performance**

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

**Year 3 – Criterion A – Knowing and Understanding**

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>suggest</b> solutions to problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b> .
3-4	The student: i. <b>states</b> physical and health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues and to <b>solve</b> problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding.
5-6	The student: i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues and to <b>solve</b> problems set in familiar situations <b>and suggest</b> solutions to problems set in <b>unfamiliar situations</b> iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.
7-8	The student: i. <b>describes</b> physical and health education factual, procedural and conceptual knowledge ii. <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b> iii. <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding.

## Year 3 – Criterion B – Planning for performance

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>outlines</b> a plan for improving physical performance and/or health ii. <b>states</b> the effectiveness of a plan based on the outcome.
3-4	The student: i. <b>constructs and outlines</b> a plan for improving physical performance and/or health ii. <b>outlines</b> the effectiveness of a plan based on the outcome.
5-6	The student: i. <b>constructs and explains</b> a plan for improving physical performance and/or health ii. <b>describes</b> the effectiveness of a plan based on the outcome.
7-8	The student: i. <b>designs and explains</b> a plan for improving physical performance and/or health ii. <b>explains</b> the effectiveness of a plan based on the outcome.

## Year 3 – Criterion C – Applying and Performing

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques with limited success ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with <b>limited</b> success iii. <b>recalls</b> and <b>applies</b> information to perform.
3-4	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques with <b>limited</b> success ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b> iii. <b>identifies</b> and <b>applies</b> information to perform.
5-6	The student: i. <b>demonstrates</b> and <b>applies</b> skills and techniques ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b> .
7-8	The student: i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b> .

## Year 3 – Criterion D – Reflecting and improving performance

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

## Design Assessment Criteria

### Year 1 - Criterion A - Inquiring and analyzing

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>states</b> the need for a solution to a problem ii. <b>states</b> the findings of research.
3 - 4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b> iii. <b>states</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines some of</b> the main findings of research.
5 - 6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>outlines</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines</b> the main findings of relevant research.
7 - 8	The student: i. <b>explains and justifies</b> the need for a solution to a problem ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b> iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem iv. <b>presents</b> the main findings of relevant research.

### Year 1 - Criterion B - Developing ideas

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>states one</b> basic success criterion for a solution ii. <b>presents one</b> design idea, which can be interpreted by others iii. <b>creates</b> an incomplete planning drawing/diagram.
3 - 4	The student: i. <b>states a few</b> success criteria for the solution ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. <b>states</b> the key features of the chosen design iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.
5 - 6	The student: i. <b>develops a few</b> success criteria for the solution ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. <b>presents</b> the chosen design <b>stating</b> the key features iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.
7 - 8	The student: i. <b>develops a list of</b> success criteria for the solution ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. <b>presents</b> the chosen design <b>describing</b> the key features iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> the main details for making the chosen solution.

## Design Assessment Criteria, cont'd

### Year 1 - Criterion C - Creating the solution

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>demonstrates minimal</b> technical skills when making the solution ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented in an <b>incomplete form</b> .
3 - 4	The student: i. <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. <b>demonstrates satisfactory</b> technical skills when making the solution iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented iv. <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.
5 - 6	The student: i. <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution ii. <b>demonstrates competent</b> technical skills when making the solution iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.
7 - 8	The student: i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates excellent</b> technical skills when making the solution iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b> iv. <b>lists the changes</b> made to the chosen design and plan when making the solution.

### Year 1 - Criterion D - Evaluating

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

### Design Assessment Criteria, cont'd

#### Year 3 - Criterion A - Inquiring and Analyzing

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

#### Year 3 - Criterion B - Developing Ideas

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

## Design Assessment Criteria, cont'd

### Year 3 - Criterion C - Creating the Solution

Achievement Level	Level Descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1 - 2	The student: i. <b>demonstrates minimal</b> technical skills when making the solution ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b> .
3 - 4	The student: i. <b>outlines</b> each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. <b>demonstrates satisfactory</b> technical skills when making the solution iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented iv. <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.
5 - 6	The student: i. <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates competent</b> technical skills when making the solution iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.
7 - 8	The student: i. <b>constructs a logical</b> plan, which <b>outlines</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates excellent</b> technical skills when making the solution iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>explains</b> changes made to the chosen design and plan when making the solution.

### Year 3 - Criterion D - Evaluating

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

## Community Project (Wide Angle) Assessment Criteria

### Year 3 – Criterion A - Investigating

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance iii. demonstrate <b>limited</b> research skills.
3-4	Students: i. <b>outline</b> an <b>adequate</b> goal to address a need within a community, based on personal interests ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project iii. demonstrate <b>adequate</b> research skills.
5-6	Students: i. <b>define</b> a <b>clear and challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project iii. demonstrate <b>substantial</b> research skills.
7-8	Students: i. <b>define</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project iii. demonstrate <b>excellent</b> research skills.

### Year 3 – Criterion B – Planning

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: i. develop a <b>limited</b> proposal for action to serve the need in the community ii. present a <b>limited or partial</b> plan and record of the development process of the project iii. demonstrate <b>limited</b> self-management skills.
3-4	Students: i. develop an <b>adequate</b> proposal for action to serve the need in the community ii. present an <b>adequate</b> plan and record of the development process of the project iii. demonstrate <b>adequate</b> self-management skills.
5-6	Students: i. develop a <b>suitable</b> proposal for action to serve the need in the community present a <b>substantial</b> plan and record of the development process of the project iii. demonstrate <b>substantial</b> self-management skills.
7-8	Students: i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community ii. present a <b>detailed and accurate</b> plan and record of the development process of the project iii. demonstrate <b>excellent</b> self-management skills.



Community Project, cont'd

**Year 3 – Criterion C – Taking Action**

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: i. demonstrate <b>limited</b> service as action as a result of the project ii. demonstrate <b>limited</b> thinking skills iii. demonstrate <b>limited</b> communication and social skills.
3-4	Students: i. demonstrate <b>adequate</b> service as action as a result of the project ii. demonstrate <b>adequate</b> thinking skills iii. demonstrate <b>adequate</b> communication and social skills.
5-6	Students: i. demonstrate <b>substantial</b> service as action as a result of the project ii. demonstrate <b>substantial</b> thinking skills iii. demonstrate <b>substantial</b> communication and social skills.
7-8	Students: i. demonstrate <b>excellent</b> service as action as a result of the project ii. demonstrate <b>excellent</b> thinking skills iii. demonstrate <b>excellent</b> communication and social skills.

**Year 3 – Criterion D - Reflecting**

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>limited</b> reflections on their development of ATL skills.
3-4	Students: i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>adequate</b> reflections on their development of ATL skills.
5-6	Students: i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>substantial</b> reflections on their development of ATL skills.
7-8	Students: i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>detailed and accurate</b> reflections on their development of ATL skills.

## Interdisciplinary Assessment Criteria

### Criterion A: Disciplinary grounding

Achievement level	Level descriptors Year 1	Level descriptors Year 3
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • demonstrates <b>limited</b> relevant disciplinary grounding.	The student: • demonstrates <b>limited</b> relevant disciplinary grounding.
3-4	The student: • demonstrates <b>some</b> relevant disciplinary grounding.	The student: • demonstrates <b>some</b> relevant disciplinary grounding.
5-6	The student: • demonstrates <b>most necessary</b> disciplinary grounding.	The student: • demonstrates <b>most necessary</b> disciplinary grounding.
7-8	The student: • demonstrates <b>extensive necessary</b> disciplinary grounding.	The student: • demonstrates <b>extensive necessary</b> disciplinary grounding.

### Criterion B: Synthesizing

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

Interdisciplinary cont'd

Criterion C: Communicating

Achievement level	Level descriptors Year 1	Level descriptors Year 3
0	The student does not reach a standard described by any of the descriptors below.	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>communicates interdisciplinary understanding in a <b>limited way</b>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>little</b> structure, clarity or coherence.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> clarity.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with <b>some</b> clarity and coherence</li> <li><b>identifies</b> sources.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding in a way that is <b>mostly</b> clear</li> <li><b>identifies</b> sources.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is <b>generally</b> well organized and coherent, <b>recognizing</b> appropriate forms or media</li> <li>identifies <b>relevant</b> sources.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding with clarity, <b>organization and coherence</b></li> <li><b>acknowledges</b> relevant sources.</li> </ul>	The student: <ul style="list-style-type: none"> <li>communicates interdisciplinary understanding that is clear and well structured, <b>beginning</b> to use the selected forms or media <b>appropriately</b></li> <li><b>documents</b> relevant sources.</li> </ul>

Criterion D: Reflecting

Achievement level	Level descriptors Year 1	Level descriptors Year 3
0	The student does not reach a standard described by any of the descriptors below.	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><b>describes</b> strengths and limitations of the interdisciplinary learning process in a <b>limited way</b>.</li> </ul>	The student: <ul style="list-style-type: none"> <li>reflects on himself or herself as a disciplinary and interdisciplinary learner in a <b>limited way</b></li> <li><b>outlines</b> the contribution of selected disciplines in a <b>limited way</b>.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li><b>describes</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>states some</b> limitations or benefits of disciplinary knowledge in specific situations.</li> </ul>	The student: <ul style="list-style-type: none"> <li><b>reflects</b> on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>states some</b> limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li><b>explains</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>states</b> some limitations <b>and</b> benefits of disciplinary <b>and</b> interdisciplinary knowledge in specific situations.</li> </ul>	The student: <ul style="list-style-type: none"> <li><b>consistently</b> reflects on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li><b>evaluates</b> strengths and limitations of the interdisciplinary learning process</li> <li><b>describes</b> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>	The student: <ul style="list-style-type: none"> <li><b>consistently</b> reflects <b>with sophistication</b> on himself or herself as a disciplinary and interdisciplinary learner</li> <li><b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li> </ul>

## IB Final Level Descriptors

Level	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.