# International Baccalaureate Middle Years Program

## Assessment Criteria

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## Language and Literature Assessment Criteria

### Year 1 - Criterion A - Analyzing

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

### Year 1 - Criterion B - Organizing

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| 1 - 2             | The student:  
  i. makes **minimal** use of organizational structures, though these may not always serve the context and intention  
  ii. organizes opinions and ideas with a **minimal degree of logic**  
  iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| 3 - 4             | The student:  
  i. makes **adequate** use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas with a **some degree of logic**  
  iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5 - 6             | The student:  
  i. makes **competent** use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other  
  iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 7 - 8             | The student:  
  i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively**  
  ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way  
  iii. makes excellent use of referencing and formatting tools to create an **effective** presentation style. |
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| 1 - 2             | The student:  
|                   | i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas  
|                   | ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience  
|                   | iii. selects few relevant details and examples to support ideas. |
| 3 - 4             | The student:  
|                   | i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas  
|                   | ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience  
|                   | iii. selects some relevant details and examples to support ideas. |
| 5 - 6             | The student:  
|                   | i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas  
|                   | ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience  
|                   | iii. selects sufficient relevant details and examples to support ideas. |
| 7 - 8             | The student:  
|                   | i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas  
|                   | ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience  
|                   | iii. selects extensive relevant details and examples to support ideas. |
### Year 1 - Criterion D - Using language

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| **1 - 2**         | The student:  
  i. uses a **limited** range of appropriate vocabulary and forms of expression  
  ii. writes and speaks in an **inappropriate** register and style that *do not* serve the context and intention  
  iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication  
  iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication  
  v. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| **3 - 4**         | The student:  
  i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  
  ii. *sometimes* writes and speaks in a register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  
  iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication  
  v. makes **some use** of appropriate non-verbal communication techniques. |
| **5 - 6**         | The student:  
  i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently**  
  ii. writes and speaks **competently** in a register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication  
  iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication  
  v. makes **sufficient** use of appropriate non-verbal communication techniques. |
| **7 - 8**         | The student:  
  i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression  
  ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**  
  iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**  
  v. makes **effective** use of appropriate non-verbal communication techniques. |
### Year 3 - Criterion A – Analyzing

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

### Year 3 - Criterion B – Organizing

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| **1 - 2**         | The student:  
  i. makes minimal use of organizational structures though these may not always serve the context and intention  
  ii. organizes opinions and ideas with a minimal degree of coherence and logic  
  iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| **3 - 4**         | The student:  
  i. makes adequate use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas with some degree of coherence and logic  
  iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| **5 - 6**         | The student:  
  i. makes competent use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other  
  iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| **7 - 8**         | The student:  
  i. makes sophisticated use of organizational structures that serve the context and intention effectively  
  ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way  
  iii. makes excellent use of referencing and formatting tools to create an effective presentation style. |
### Year 3 - Criterion C - Producing text

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| **1 - 2**         | The student:  
  i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas  
  ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  
  iii. selects **few relevant** details and examples to develop ideas. |
| **3 - 4**         | The student:  
  i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas  
  ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience  
  iii. selects **some relevant** details and examples to develop ideas. |
| **5 - 6**         | The student:  
  i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas  
  ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  
  iii. selects **sufficient relevant** details and examples to develop ideas. |
| **7 - 8**         | The student:  
  i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas  
  ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience  
  iii. selects **extensive relevant** details and examples to develop ideas with precision. |
### Language and Literature, cont’d

#### Year 3 - Criterion D - Using language

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| **1 - 2**         | The student:  
  i. uses a **limited** range of appropriate vocabulary and forms of expression  
  ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention  
  iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication  
  iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication  
  v. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| **3 - 4**         | The student:  
  i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  
  ii. **sometimes** writes and speaks in a register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  
  iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication  
  v. makes **some** use of appropriate non-verbal communication techniques. |
| **5 - 6**         | The student:  
  i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently**  
  ii. writes and speaks **competently** in a register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication  
  iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication  
  v. makes **sufficient** use of appropriate non-verbal communication techniques. |
| **7 - 8**         | The student:  
  i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression  
  ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**  
  iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**  
  v. makes **effective** use of appropriate non-verbal communication techniques. |
## Language Acquisition Assessment Criteria

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

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</table>
| 1 - 2             | The student:  
 i. identifies **minimal** basic facts, messages, main ideas and supporting details  
 ii. has **limited** awareness of basic conventions  
 iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.  
 The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
 i. identifies **some** basic facts, messages, main ideas and supporting details  
 ii. has **some** awareness of basic conventions  
 iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text.  
 The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
 i. identifies **most** basic facts, messages, main ideas and supporting details  
 ii. has **considerable** awareness of basic conventions  
 iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.  
 The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
 i. **clearly** identifies basic facts, messages, main ideas and supporting details  
 ii. has **excellent** awareness of basic conventions  
 iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.  
 The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
Language Acquisition, cont’d

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

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| 1 - 2             | The student:  
  i. identifies **minimal** basic facts, messages, main ideas and supporting details  
  ii. has **limited** awareness of basic aspects of format and style, and author’s purpose for writing  
  iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
  i. identifies **some** basic facts, messages, main ideas and supporting details  
  ii. has **some** awareness of basic aspects of format and style, and author’s purpose for writing  
  iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making some personal response to the text.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
  i. identifies **most** basic facts, messages, main ideas and supporting details  
  ii. has **considerable** awareness of basic aspects of format and style, and author’s purpose for writing  
  iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
  i. **clearly** identifies basic facts, messages, main ideas and supporting details  
  ii. has **excellent** awareness of basic aspects of format and style, and author’s purpose for writing  
  iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
**Language Acquisition, cont’d**

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

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| 1 - 2             | The student:  
  i. makes **limited** attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are **often inappropriate**  
  ii. interacts **minimally** in simple and rehearsed exchanges, using verbal and non-verbal language  
  iii. uses **minimal** basic phrases to communicate ideas, feelings and information on a **limited range** of aspects of everyday topics  
  iv. communicates with a **limited** sense of audience. |
| 3 - 4             | The student:  
  i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though **some responses may be inappropriate**  
  ii. interacts **to some degree** in simple and rehearsed exchanges, using verbal and non-verbal language  
  iii. uses **some** basic phrases to communicate ideas, feelings and information on a **limited range** of aspects of everyday topics  
  iv. communicates with **some** sense of audience. |
| 5 - 6             | The student:  
  i. responds **appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text  
  ii. interacts **considerably** in simple and rehearsed exchanges, using verbal and non-verbal language  
  iii. uses basic phrases to communicate ideas, feelings and information on **some** aspects of everyday topics  
  iv. communicates with a **considerable** sense of audience. |
| 7 - 8             | The student:  
  i. responds **in detail and appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text  
  ii. interacts **confidently** in simple and rehearsed exchanges, using verbal and non-verbal language  
  iii. uses basic phrases **effectively** to communicate ideas, feelings and information on a **variety** of aspects of everyday topics  
  iv. communicates with an **excellent** sense of audience. |
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| 1 - 2             | The student:  
  i. **has difficulty** to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult  
  ii. organizes **limited** basic information, and basic cohesive devices are **not used**  
  iii. makes **minimal** use of language to suit the context. |
| 3 - 4             | The student:  
  i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**; when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult  
  ii. organizes **some** basic information and uses a **limited** range of basic cohesive devices, not always **appropriately**  
  iii. uses language to suit the context to **some degree**. |
| 5 - 6             | The student:  
  i. writes/speaks making **good** use of a basic range of vocabulary, grammatical structures and conventions, **generally accurately**; when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility  
  ii. organizes basic information and uses a **limited** range of basic cohesive devices **accurately**  
  iii. **usually** uses language to suit the context. |
| 7 - 8             | The student:  
  i. writes/speaks **effectively** using a basic range of vocabulary, grammatical structures and conventions **accurately**; when speaking, uses clear pronunciation and **excellent** intonation, making communication easy  
  ii. organizes basic information **clearly** and uses a range of basic cohesive devices **accurately**  
  iii. uses language **effectively** to suit the context. |
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| 1 - 2             | The student:  
  i. shows **minimal** understanding of messages, main ideas and supporting details  
  ii. has **limited** awareness of basic conventions  
  iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
  i. shows **some** understanding of messages, main ideas and supporting details  
  ii. has **some** awareness of basic conventions  
  iii. engages **adequately** with the spoken and visual text by identifying some ideas, opinions and attitudes and by making **some** personal response to the text.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
  i. shows **considerable** understanding of messages, main ideas and supporting details  
  ii. has **considerable** awareness of basic conventions  
  iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
  i. shows **excellent** understanding of messages, main ideas and supporting details  
  ii. has **excellent** awareness of basic conventions  
  iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
### Phase 2 - Criterion B - Comprehending written and visual text

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| 1 - 2             | The student:  
  i. identifies **minimal** basic facts and main ideas but **few** supporting details; is **not able** to draw conclusions  
  ii. has **limited** awareness of basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
  i. identifies **some** basic facts, main ideas and supporting details; is **not always** able to draw conclusions  
  ii. recognizes **some** basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** personal response to the text.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
  i. identifies **most** basic facts, main ideas and supporting details, and draws conclusions  
  ii. recognizes **most** basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
  i. **clearly** identifies basic facts, main ideas and supporting details, and draws conclusions  
  ii. **clearly** recognizes basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
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| **1 - 2**         | The student:  
  i. makes **limited** attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are **often inappropriate**  
  ii. interacts **minimally** in basic structured exchanges  
  iii. uses **minimal** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations  
  iv. communicates with a **limited** sense of audience. |
| **3 - 4**         | The student:  
  i. responds to simple short phrases and **some** basic information in spoken and/or written and/or visual text, though **some responses may be inappropriate**  
  ii. interacts **to some degree** in basic structured exchanges  
  iii. uses **some** phrases to communicate ideas, feelings and information in a **limited range** of familiar situations; ideas are not always relevant or detailed  
  iv. communicates with **some** sense of audience. |
| **5 - 6**         | The student:  
  i. responds **appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text  
  ii. interacts **considerably** in basic structured exchanges  
  iii. uses phrases to communicate ideas, feelings and information in **some** familiar situations; ideas are relevant and detailed  
  iv. communicates with a **considerable** sense of audience. |
| **7 - 8**         | The student:  
  i. responds **in detail and appropriately** to simple short phrases and basic information in spoken and/or written and/or visual text  
  ii. interacts **confidently** in basic structured exchanges  
  iii. uses phrases **effectively** to communicate ideas, feelings and information in a **variety** of familiar situations; ideas are relevant, detailed and include examples  
  iv. communicates with an **excellent** sense of audience. |
**Language Acquisition, cont’d**

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

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

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

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| **1 - 2**         | The student:  
  i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions  
  ii. has **limited** understanding of conventions  
  iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| **3 - 4**         | The student:  
  i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions  
  ii. has **some** understanding of conventions  
  iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| **5 - 6**         | The student:  
  i. shows **considerable** understanding of information, main ideas and supporting details, and draws conclusions  
  ii. has **considerable** understanding of conventions  
  iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| **7 - 8**         | The student:  
  i. shows **excellent** understanding of information, main ideas and supporting details, and draws conclusions  
  ii. has **excellent** understanding of conventions  
  iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
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| 1 - 2             | The student:  
 | i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions  
 | ii. has limited understanding of basic conventions including aspects of format and style, and author’s purpose for writing  
 | iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions.  
 | The student shows limited understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
 | i. shows some understanding of information, main ideas and supporting details, and draws some conclusions  
 | ii. understands some basic conventions including aspects of format and style, and author’s purpose for writing  
 | iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions.  
 | The student shows some understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
 | i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions  
 | ii. understands most basic conventions including aspects of format and style, and author’s purpose for writing  
 | iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
 | The student shows considerable understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
 | i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions  
 | ii. clearly understands basic conventions including aspects of format and style, and author’s purpose for writing  
 | iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
 | The student shows thorough understanding of the content, context and concepts of the text as a whole. |
### Phase 3 - Criterion C - Communicating in response to spoken and/or written text

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| 1 - 2             | The student:  
  i. makes **limited** attempt to respond to spoken and/or written and/or visual text; responses are **often inappropriate**  
  ii. interacts **minimally** in rehearsed and unrehearsed exchanges  
  iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations  
  iv. communicates with a **limited** sense of audience and purpose. |
| 3 - 4             | The student:  
  i. responds to spoken and/or written and/or visual text, though **some responses may be inappropriate**  
  ii. interacts **to some degree** in rehearsed and unrehearsed exchanges  
  iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed  
  iv. communicates with **some** sense of audience and purpose. |
| 5 - 6             | The student:  
  i. responds **appropriately** to spoken and/or written and/or visual text  
  ii. interacts **considerably** 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 **considerable** sense of audience and purpose. |
| 7 - 8             | The student:  
  i. responds **in detail and appropriately** to spoken and/or written and/or visual text  
  ii. interacts **confidently** in rehearsed and unrehearsed exchanges  
  iii. **effectively** expresses a **wide range** of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations  
  iv. communicates with an **excellent** sense of audience and purpose. |
**Language Acquisition, cont’d**

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

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

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

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| 1 - 2             | The student:  
  i. **has difficulty** constructing meaning from information or main ideas and supporting details; **is not able** to draw conclusions  
  ii. **has difficulty** interpreting conventions  
  iii. engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
  i. constructs **some** meaning and draws **some** conclusions from information, main ideas and **some** supporting details  
  ii. interprets **some** conventions  
  iii. engages **adequately** with the spoken and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
  i. constructs **considerable** meaning and draws conclusions from information, main ideas and supporting details  
  ii. interprets **most** conventions  
  iii. engages **considerably** with the spoken and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
  i. constructs **extensive** meaning and draws conclusions from information, main ideas and supporting details  
  ii. interprets conventions  
  iii. engages **thoroughly** with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
### Phase 4 - Criterion B - Comprehending written and visual text

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| 1 - 2             | The student:  
  i. **has difficulty** constructing meaning by identifying stated information or main ideas and supporting details; **is not able** to draw conclusions  
  ii. **has difficulty** interpreting basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3 - 4             | The student:  
  i. constructs **some** meaning from stated and **some** implied information, main ideas and supporting details; draws **some** conclusions  
  ii. interprets **some** basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
| 5 - 6             | The student:  
  i. constructs **considerable** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions  
  ii. interprets **most** basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **considerably** with the written and visual text by identifying **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **considerable** understanding of the content, context and concepts of the text as a whole. |
| 7 - 8             | The student:  
  i. constructs **extensive** meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions  
  ii. interprets basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **thoroughly** with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.  
  The student shows **thorough** understanding of the content, context and concepts of the text as a whole. |
### Phase 4 - Criterion C - Communicating in response to spoken and/or written text

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

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

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| **1 - 2**         | The student:  
  i. **has difficulty** to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with **many errors**, making understanding difficult  
  ii. organizes **limited** information, and cohesive devices are not used  
  iii. makes **minimal** use of language to suit the context. |
| **3 - 4**         | The student:  
  i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with **some inappropriate choices**: when speaking, uses pronunciation and intonation with **some errors**, some of which make understanding difficult  
  ii. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately**  
  iii. uses language to suit the context to **some degree**. |
| **5 - 6**         | The student:  
  i. writes/speaks making **good** use of a range of vocabulary, grammatical structures and conventions, **generally accurately**: when speaking, uses pronunciation and intonation with **some errors**, though these do not interfere with comprehensibility  
  ii. organizes information and ideas **well**, and uses a **limited** range of cohesive devices **accurately**  
  iii. **usually** uses language to suit the context. |
| **7 - 8**         | The student:  
  i. writes/speaks **effectively** using a range of vocabulary, grammatical structures and conventions **accurately**: occasional errors do not interfere with communication. When speaking, uses **clear** pronunciation and **excellent intonation**, making communication easy  
  ii. organizes information and ideas **clearly into a well-structured text**: uses a range of cohesive devices **accurately**, adding **clarity and coherence** to the message  
  iii. uses language **effectively** to suit the context. |
# Individuals and Societies Assessment Criteria

## Year 1 - Criterion A - Knowing and understanding

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| 1 - 2             | The student:  
  i. **recognizes some** vocabulary  
  ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples. |
| 3 - 4             | The student:  
  i. **uses some** vocabulary  
  ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples. |
| 5 - 6             | The student:  
  i. **uses considerable relevant** vocabulary, **often accurately**  
  ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7 - 8             | The student:  
  i. **consistently uses relevant** vocabulary **accurately**  
  ii. demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and examples. |

## Year 1 - Criterion B - Investigating

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| 1 - 2             | The student:  
  i. **identifies** a research question  
  ii. follows an action plan in a **limited way** to explore a research question  
  iii. **collects and records** information, to a **limited extent**  
  iv. with **guidance**, reflects on the research process and results, to a **limited extent**. |
| 3 - 4             | The student:  
  i. **describes** the choice of a research question  
  ii. **partially** follows an action plan to explore a research question  
  iii. **uses** a method or methods to collect and record **some relevant** information  
  iv. with **guidance**, reflects on the research process and results with **some** depth. |
| 5 - 6             | The student:  
  i. **describes** the choice of a research question **in detail**  
  ii. **mostly** follows an action plan to explore a research question  
  iii. **uses method(s)** to collect and record **often relevant** information  
  iv. **reflects** on the research process and results. |
| 7 - 8             | The student:  
  i. **explains** the choice of a research question  
  ii. **effectively** follows an action plan to explore a research question  
  iii. **uses** methods to collect and record **consistently relevant** information  
  iv. **thoroughly** reflects on the research process and results. |
### Individuals and Societies, cont’d

#### Year 1 - Criterion C - Communicating

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| **1 - 2**         | The student:  
  i. communicates information and ideas in a style that is **not always** clear  
  ii. organizes information and ideas **in a limited way**  
  iii. **inconsistently** lists sources, not following the task instructions. |
| **3 - 4**         | The student:  
  i. communicates information and ideas in a way that is **somewhat** clear  
  ii. **somewhat** organizes information and ideas  
  iii. lists sources in a way that **sometimes** follows the task instructions. |
| **5 - 6**         | The student:  
  i. communicates information and ideas in a way that is **mostly** clear  
  ii. **mostly** organizes information and ideas  
  iii. lists sources in a way that **often** follows the task instructions. |
| **7 - 8**         | The student:  
  i. communicates information and ideas in a way that is **completely** clear  
  ii. **completely** organizes information and ideas **effectively**  
  iii. lists sources in a way that **always** follows the task instructions. |

#### Year 1 - Criterion D - Thinking critically

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| **1 - 2**         | The student:  
  i. identifies the main points of ideas, events, visual representation or arguments **to a limited extent**  
  ii. **rarely** uses information to justify opinions  
  iii. identifies the origin and purpose of **limited** sources/data  
  iv. identifies **some** different views. |
| **3 - 4**         | The student:  
  i. identifies **some** main points of ideas, events, visual representation or arguments  
  ii. justifies opinions with **some** information  
  iii. identifies the origin and purpose of **sources/data**  
  iv. identifies **some** different views and suggests **some** of their implications. |
| **5 - 6**         | The student:  
  i. identifies **the** main points of ideas, events, visual representation or arguments  
  ii. gives **sufficient** justification of opinions using information  
  iii. identifies the origin and purpose of a **range** of sources/data  
  iv. identifies different views and **most** of their implications. |
| **7 - 8**         | The student:  
  i. identifies **in detail** the main points of ideas, events, visual representation or arguments  
  ii. gives **detailed** justification of opinions using information  
  iii. consistency identifies and **analyses a range** of sources/data in terms of origin and purpose  
  iv. **consistently** identifies different views and their implications. |
### Year 3 - Criterion A - Knowing and understanding

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| 1 - 2             | The student:  
|                   | i. makes limited use of terminology  
|                   | ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3 - 4             | The student:  
|                   | i. uses some terminology accurately  
|                   | ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. |
| 5 - 6             | The student:  
|                   | i. uses considerable and relevant terminology accurately  
|                   | ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7 - 8             | The student:  
|                   | i. consistently uses a range of terminology accurately  
|                   | ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. |

### Year 3 - Criterion B - Investigating

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

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<tbody>
<tr>
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</tbody>
</table>
| 1 - 2             | The student:  
   i. communicates information and ideas in a way that is not always appropriate to the audience and purpose  
   ii. organizes information and ideas in a limited way  
   iii. lists sources of information inconsistently. |
| 3 - 4             | The student:  
   i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose  
   ii. somewhat organizes information and ideas  
   iii. creates an adequate reference list and sometimes cites sources. |
| 5 - 6             | The student:  
   i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose  
   ii. mostly structures information and ideas according to the task instructions  
   iii. creates an adequate reference list and usually cites sources. |
| 7 - 8             | The student:  
   i. communicates information and ideas in a way that is completely appropriate to the audience and purpose  
   ii. structures information and ideas completely according to the task instructions  
   iii. creates a complete reference list and always cites sources. |

### Year 3 - Criterion D - Thinking critically

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</table>
| 1 - 2             | The student:  
   i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way  
   ii. begins to identify connections between information to make simple arguments  
   iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data  
   iv. identifies different perspectives. |
| 3 - 4             | The student:  
   i. completes a simple analysis of concepts, issues, models, visual representation and/or theories  
   ii. summarizes information in order to make some adequate arguments  
   iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations  
   iv. recognizes different perspectives and suggests some of their implications. |
| 5 - 6             | The student:  
   i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories  
   ii. summarizes information in order to make usually valid arguments  
   iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations  
   iv. clearly recognizes different perspectives and describes most of their implications. |
| 7 - 8             | The student:  
   i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories  
   ii. summarizes information in order to make consistent, well-supported arguments  
   iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations  
   iv. clearly recognizes different perspectives and consistently explains their implications. |
## Science Assessment Criteria

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

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</table>
| 1 - 2             | The student is able to:  
  i. select scientific knowledge  
  ii. select scientific knowledge and understanding to *suggest solutions* to problems set in *familiar situations*  
  iii. apply information to *make judgments*, with limited success. |
| 3 - 4             | The student is able to:  
  i. recall scientific knowledge  
  ii. apply scientific knowledge and understanding to *suggest solutions* to problems set in *familiar situations*  
  iii. apply information to *make judgments*. |
| 5 - 6             | The student is able to:  
  i. state scientific knowledge  
  ii. apply scientific knowledge and understanding to *solve problems* set in *familiar situations*  
  iii. apply information to *make scientifically supported judgments*. |
| 7 - 8             | The student is able to:  
  i. outline scientific knowledge  
  ii. apply scientific knowledge and understanding to *solve problems* set in *familiar situations* and *suggest solutions* to problems set in *unfamiliar situations*  
  iii. interpret information to *make scientifically supported judgments*. |

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

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</table>
| 1 - 2             | The student is able to:  
  i. select a problem or question to be tested by a scientific investigation  
  ii. select a testable prediction  
  iii. state a variable  
  iv. design a *method* with limited success. |
| 3 - 4             | The student is able to:  
  i. state a problem or question to be tested by a scientific investigation  
  ii. state a testable prediction  
  iii. state how to manipulate the variables, and *state* how *data* will be collected  
  iv. design a *safe method* in which he or she selects materials and equipment. |
| 5 - 6             | The student is able to:  
  i. state a problem or question to be tested by a scientific investigation  
  ii. outline a testable prediction  
  iii. outline how to manipulate the variables, and *state* how relevant *data* will be collected  
  iv. design a *complete and safe method* in which he or she selects appropriate materials and equipment. |
| 7 - 8             | The student is able to:  
  i. outline a problem or question to be tested by a scientific investigation  
  ii. outline a testable prediction *using scientific reasoning*  
  iii. outline how to manipulate the variables, and *outline* how *sufficient, relevant data* will be collected  
  iv. design a *logical, complete and safe method* in which he or she selects appropriate materials and equipment. |
### Year 1 - Criterion C - Processing and evaluating

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</tbody>
</table>
| 1 - 2             | The student is able to:  
  i. collect and present data in numerical and/or visual forms  
  ii. interpret data  
  iii. state the validity of a prediction based on the outcome of a scientific investigation, with limited success  
  iv. state the validity of the method based on the outcome of a scientific investigation, with limited success  
  v. state improvements or extensions to the method that would benefit the scientific investigation, with ltd success. |
| 3 - 4             | The student is able to:  
  i. correctly collect and present data in numerical and/or visual forms  
  ii. accurately interpret data and outline results  
  iii. state the validity of a prediction based on the outcome of a scientific investigation  
  iv. state the validity of the method based on the outcome of a scientific investigation  
  v. state improvements or extensions to the method that would benefit the scientific investigation. |
| 5 - 6             | The student is able to:  
  i. correctly collect, organize and present data in numerical and/or visual forms  
  ii. accurately interpret data and outline results using scientific reasoning  
  iii. outline the validity of a prediction based on the outcome of a scientific investigation  
  iv. outline the validity of the method based on the outcome of a scientific investigation  
  v. outline improvements or extensions to the method that would benefit the scientific investigation. |
| 7 - 8             | The student is able to:  
  i. correctly collect, organize, transform and present data in numerical and/or visual forms  
  ii. accurately interpret data and outline results using correct scientific reasoning  
  iii. discuss the validity of a prediction based on the outcome of a scientific investigation  
  iv. discuss the validity of the method based on the outcome of a scientific investigation  
  v. describe improvements or extensions to the method that would benefit the scientific investigation. |

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

<table>
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<tr>
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</table>
| 1 - 2             | The student is able to, with limited success:  
  i. state the ways in which science is used to address a specific problem or issue  
  ii. state the implications of using science to solve a specific problem or issue, interacting with a factor  
  iii. apply scientific language to communicate understanding  
  iv. document sources. |
| 3 - 4             | The student is able to:  
  i. state the ways in which science is used to address a specific problem or issue  
  ii. state the implications of using science to solve a specific problem or issue, interacting with a factor  
  iii. sometimes apply scientific language to communicate understanding  
  iv. sometimes document sources correctly. |
| 5 - 6             | The student is able to:  
  i. outline the ways in which science is used to address a specific problem or issue  
  ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor  
  iii. usually apply scientific language to communicate understanding clearly and precisely  
  iv. usually document sources correctly. |
| 7 - 8             | The student is able to:  
  i. summarize the ways in which science is applied and used to address a specific problem or issue  
  ii. describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor  
  iii. consistently apply scientific language to communicate understanding clearly and precisely  
  iv. document sources completely. |
### Year 3 - Criterion A - Knowing and Understanding

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</table>
| 1 - 2             | The student is able to:  
  i. recall scientific knowledge  
  ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations  
  iii. apply information to make judgments. |
| 3 - 4             | The student is able to:  
  i. state scientific knowledge  
  ii. apply scientific knowledge and understanding to solve problems set in familiar situations  
  iii. apply information to make scientifically supported judgments. |
| 5 - 6             | The student is able to:  
  i. outline scientific knowledge  
  ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations  
  iii. interpret information to make scientifically supported judgments. |
| 7 - 8             | The student is able to:  
  i. describe scientific knowledge  
  ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations  
  iii. analyze information to make scientifically supported judgments. |

### Year 3 - Criterion B - Inquiring and designing

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</table>
| 1 - 2             | The student is able to:  
  i. state a problem or question to be tested by a scientific investigation, with limited success  
  ii. state a testable hypothesis  
  iii. state the variables  
  iv. design a method, with limited success. |
| 3 - 4             | The student is able to:  
  i. state a problem or question to be tested by a scientific investigation  
  ii. outline a testable hypothesis using scientific reasoning  
  iii. outline how to manipulate the variables, and state how relevant data will be collected  
  iv. design a safe method in which he or she selects materials and equipment. |
| 5 - 6             | The student is able to:  
  i. outline a problem or question to be tested by a scientific investigation  
  ii. outline and explain a testable hypothesis using scientific reasoning  
  iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected  
  iv. design a complete and safe method in which he or she selects appropriate materials and equipment. |
| 7 - 8             | The student is able to:  
  i. describe a problem or question to be tested by a scientific investigation  
  ii. outline and explain a testable hypothesis using correct scientific reasoning  
  iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected  
  iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment. |
### Year 3 – Criterion C - Processing and evaluating

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</table>
| **1 - 2**         | The student is able to:  
  i. **collect and present** data in numerical and/or visual forms  
  ii. **accurately interpret** data  
  iii. **state** the validity of a hypothesis **with limited reference** to a scientific investigation  
  iv. **state** the validity of the method **with limited reference** to a scientific investigation  
  v. **state limited** improvements or extensions to the method. |
| **3 - 4**         | The student is able to:  
  i. **correctly collect and present** data in numerical and/or visual forms  
  ii. **accurately interpret** data and **describe** results  
  iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation  
  iv. **state** the validity of the method based on the outcome of a scientific investigation  
  v. **state** improvements or extensions to the method that would benefit the scientific investigation.  
  iv. **adequately organize** information using a logical structure. |
| **5 - 6**         | The student is able to:  
  i. **correctly collect, organize and present** data in numerical and/or visual forms  
  ii. **accurately interpret** data and **describe** results **using scientific reasoning**  
  iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation  
  iv. **outline** the validity of the method based on the outcome of a scientific investigation  
  v. **outline** improvements or extensions to the method that would benefit the scientific investigation. |
| **7 - 8**         | The student is able to:  
  i. **correctly collect, organize, transform and present** data in numerical and/or visual forms  
  ii. **accurately interpret data** and **describe** results **using correct scientific reasoning**  
  iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation  
  iv. **discuss** the validity of the method based on the outcome of a scientific investigation  
  v. **describe** improvements or extensions to the method that would benefit the scientific investigation. |
### Year 3 - Criterion D - Reflecting on the impacts of science

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</table>
| 1 - 2                 | The student is able to:  
  i. **state** the ways in which science is used to address a specific problem or issue  
  ii. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor  
  iii. **apply** scientific language to communicate understanding but does so with **limited success**  
  iv. document sources, with **limited success**. |
| 3 - 4                 | The student is able to:  
  i. **outline** the ways in which science is used to address a specific problem or issue  
  ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor  
  iii. **sometimes apply** scientific language to communicate understanding  
  iv. **sometimes** document sources **correctly**. |
| 5 - 6                 | The student is able to:  
  i. **summarize** the ways in which science is applied and used to address a specific problem or issue  
  ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor  
  iii. **usually apply** scientific language to communicate understanding **clearly and precisely**  
  iv. **usually** document sources **correctly**. |
| 7 - 8                 | The student is able to:  
  i. **describe** the ways in which science is applied and used to address a specific problem or issue  
  ii. **discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor  
  iii. **consistently apply** scientific language to communicate understanding **clearly and precisely**  
  iv. document sources **completely**. |
# Mathematics Assessment Criteria

## Year 1 - Criterion A - Knowing and Understanding

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</table>
| 1 - 2             | The student is able to:  
  i. select appropriate mathematics when solving **simple problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 3 - 4             | The student is able to:  
  i. select appropriate mathematics when solving **more complex problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 5 - 6             | The student is able to:  
  i. select appropriate mathematics when solving **challenging problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 7 - 8             | The student is able to:  
  i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |

## Year 1 - Criterion B - Investigating patterns

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</table>
| 1 - 2             | The student is able to:  
  i. apply, with teacher support, mathematical problem-solving techniques to recognize **simple patterns**  
  ii. state predictions consistent with simple patterns. |
| 3 - 4             | The student is able to:  
  i. apply mathematical problem-solving techniques to recognize **patterns**  
  ii. suggest how these patterns work. |
| 5 - 6             | The student is able to:  
  i. apply mathematical problem-solving techniques to recognize **patterns**  
  ii. suggest **relationships** or general rules consistent with findings  
  iii. verify whether patterns work for **another example**. |
| 7 - 8             | The student is able to:  
  i. select and apply mathematical problem-solving techniques to recognize **correct patterns**  
  ii. describe **patterns as relationships** or general rules consistent with **correct findings**  
  iii. verify whether patterns work for **other examples**. |
### Mathematics, cont’d

#### Year 1 - Criterion C – Communicating

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</table>
| 1 - 2             | The student is able to:  
  i. use *limited* mathematical language  
  ii. use *limited forms* of mathematical representation to present information  
  iii. communicate through lines of reasoning that are *difficult to understand*. |
| 3 - 4             | The student is able to:  
  i. use *some appropriate* mathematical language  
  ii. use *different forms* of mathematical representation to present information *adequately*  
  iii. communicate through lines of reasoning that are *able to be understood*, although these are *not always coherent*  
  iv. *adequately organize* information using a logical structure. |
| 5 - 6             | The student is able to:  
  i. *usually* use *appropriate* mathematical language  
  ii. *usually* use *different forms* of mathematical representation to present information *correctly*  
  iii. communicate through lines of reasoning that are *usually coherent*  
  iv. *present* work that is *usually organized* using a logical structure. |
| 7 - 8             | The student is able to:  
  i. *consistently* use *appropriate* mathematical language  
  ii. *consistently* use *different forms* of mathematical representation to present information *correctly*  
  iii. communicate *clearly* through *coherent* lines of reasoning  
  iv. *present* work that is *consistently organized* using a logical structure. |

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

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</table>
| 1 - 2             | The student is able to:  
  i. identify *some* of the elements of the authentic real-life situation  
  ii. apply mathematical strategies to *find a solution* to the authentic real-life situation, *with limited success*. |
| 3 - 4             | The student is able to:  
  i. identify the *relevant* elements of the authentic real-life situation  
  ii. apply mathematical strategies to *reach a solution* to the authentic real-life situation  
  iii. state, *but not always correctly*, whether the solution makes sense in the context of the authentic real-life situation. |
| 5 - 6             | The student is able to:  
  i. identify the *relevant* elements of the authentic real-life situation  
  ii. select *adequate* mathematical strategies to model the authentic real-life situation  
  iii. apply the selected mathematical strategies to *reach a valid solution* to the authentic real-life situation  
  iv. *describe* the degree of accuracy of the solution  
  v. *state correctly* whether the solution makes sense in the context of the authentic real-life situation. |
| 7 - 8             | The student is able to:  
  i. identify the *relevant* elements of the authentic real-life situation  
  ii. select *adequate* mathematical strategies to model the authentic real-life situation  
  iii. apply the selected mathematical strategies to *reach a correct solution* to the authentic real-life situation  
  iv. *explain* the degree of accuracy of the solution  
  v. *describe correctly* whether the solution makes sense in the context of the authentic real-life situation. |
### Mathematics, cont’d

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

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</table>
| 1 - 2             | The student is able to:  
  i. select appropriate mathematics when solving **simple problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 3 - 4             | The student is able to:  
  i. select appropriate mathematics when solving **more complex problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 5 - 6             | The student is able to:  
  i. select appropriate mathematics when solving **challenging problems** in **familiar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |
| 7 - 8             | The student is able to:  
  i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations**  
  ii. apply the selected mathematics successfully when solving these problems  
  iii. generally solve these problems correctly in a variety of contexts. |

#### Year 3 – Criterion B – Investigating Patterns

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</tbody>
</table>
| 1 - 2             | The student is able to:  
  i. **apply**, with teacher support, mathematical problem-solving techniques to discover **simple patterns**  
  ii. **state predictions** consistent with patterns. |
| 3 - 4             | The student is able to:  
  i. **apply** mathematical problem-solving techniques to discover **simple patterns**  
  ii. **suggest relationships** and/or general rules consistent with **findings**. |
| 5 - 6             | The student is able to:  
  i. **select and apply** mathematical problem-solving techniques to discover **complex patterns**  
  ii. **describe patterns** as relationships and/or general rules consistent with **findings**  
  iii. **verify** these relationships and/or general rules. |
| 7 - 8             | The student is able to:  
  i. **select and apply** mathematical problem-solving techniques to discover **complex patterns**  
  ii. **describe patterns** as relationships and/or general rules consistent with **correct findings**  
  iii. **verify and justify** these relationships and/or general rules. |
### Year 3 - Criterion C - Communicating

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

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

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

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

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

**Year 1 - Criterion B - Developing skills**

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<tr>
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</tr>
</tbody>
</table>
| 1 - 2             | The student: i. demonstrates *limited* acquisition and development of the skills and techniques of the art form studied  
|                   | ii. demonstrates *limited* application of skills and techniques to create, perform and/or present art. |
| 3 - 4             | The student: i. demonstrates *adequate* acquisition and development of the skills and techniques of the art form studied  
|                   | ii. demonstrates *adequate* application of skills and techniques to create, perform and/or present art. |
| 5 - 6             | The student: i. demonstrates *substantial* acquisition and development of the skills and techniques of the art form studied  
|                   | ii. demonstrates *substantial* application of skills and techniques to create, perform and/or present art. |
| 7 - 8             | The student: i. demonstrates *excellent* acquisition and development of the skills and techniques of the art form studied  
|                   | ii. demonstrates *excellent* application of skills and techniques to create, perform and/or present art. |
### Year 1 - Criterion C - Thinking creatively

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

### Year 1 - Criterion D - Responding

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<tbody>
<tr>
<td>0</td>
<td>The student <em>does not</em> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1 - 2             | The student:  
  i. identifies **limited** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **limited** recognition that the world contains inspiration or influence for art  
  iii. presents a **limited** evaluation of certain elements of artwork. |
| 3 - 4             | The student:  
  i. identifies **adequate** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **adequate** recognition that the world contains inspiration or influence for art  
  iii. presents an **adequate** evaluation of certain elements of artwork. |
| 5 - 6             | The student:  
  i. identifies **substantial** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **substantial** recognition that the world contains inspiration or influence for art  
  iii. presents a **substantial** evaluation of certain elements of artwork. |
| 7 - 8             | The student:  
  i. identifies **excellent** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **excellent** recognition that the world contains inspiration or influence for art  
  iii. presents an **excellent** evaluation of certain elements or principles of artwork. |
### Year 3 - Criterion A - Knowing and understanding

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

### Year 3 - Criterion B - Developing Skills

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<tbody>
<tr>
<td><strong>0</strong></td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| **1 - 2**         | The student:  
  i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied  
  ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art. |
| **3 - 4**         | The student:  
  i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied  
  ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. |
| **5 - 6**         | The student:  
  i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied  
  ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. |
| **7 - 8**         | The student:  
  i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied  
  ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. |
### Year 3 - Criterion C - Thinking creatively

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

### Year 3 - Criterion D - Responding

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

Year 1 – Criterion A – Knowing and Understanding

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

Year 1 – Criterion B – Planning for Performance

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

Year 1 – Criterion C – Applying and performing

<table>
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<tr>
<td>0</td>
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</tbody>
</table>
| 1–2               | The student:  
  i. recalls some skills and techniques  
  ii. recalls some strategies and movement concepts  
  iii. applies information to perform with limited success. |
| 3–4               | The student:  
  i. recalls skills and techniques  
  ii. recalls strategies and movement concepts  
  iii. applies information to perform. |
| 5–6               | The student:  
  i. recalls and applies skills and techniques  
  ii. recalls and applies a range of strategies and movement concepts  
  iii. applies information to perform effectively. |
| 7–8               | The student:  
  i. recalls and applies a range of skills and techniques  
  ii. recalls and applies a range of strategies and movement concepts  
  iii. recalls and applies information to perform effectively. |
### Year 1 – Criterion D – Reflecting and improving performance

<table>
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<tr>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. states a strategy to enhance interpersonal skills  
|                   | ii. states a goal to enhance performance  
|                   | iii. describes performance. |
| 3–4               | The student:  
|                   | i. lists strategies to enhance interpersonal skills  
|                   | ii. states a goal and applies strategies to enhance performance  
|                   | iii. summarizes performance. |
| 5–6               | The student:  
|                   | i. identifies strategies to enhance interpersonal skills  
|                   | ii. lists goals and applies strategies to enhance performance  
|                   | iii. outlines and summarizes performance. |
| 7–8               | The student:  
|                   | i. identifies and demonstrates strategies to enhance interpersonal skills  
|                   | ii. identifies goals and applies strategies to enhance performance  
|                   | iii. describes and summarizes performance |

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

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<tbody>
<tr>
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<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1–2               | The student:  
|                   | i. recalls physical and health education factual, procedural and conceptual knowledge  
|                   | ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations  
|                   | iii. applies physical and health terminology to communicate understanding **with limited success.** |
| 3–4               | The student:  
|                   | i. states physical and health education factual, procedural and conceptual knowledge  
|                   | ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations  
|                   | iii. applies physical and health terminology to communicate understanding. |
| 5–6               | The student:  
|                   | i. outlines physical and health education factual, procedural and conceptual knowledge  
|                   | ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in **unfamiliar situations**  
|                   | iii. applies physical and health terminology **consistently** to communicate understanding. |
| 7–8               | The student:  
|                   | i. describes physical and health education factual, procedural and conceptual knowledge  
|                   | ii. applies physical and health education knowledge to explain issues and to solve problems set in **familiar and unfamiliar situations**  
|                   | iii. applies physical and health terminology **consistently and effectively** to communicate understanding. |
Physical and Health Education, cont’d

### Year 3 – Criterion B – Planning for performance

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<tbody>
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</tbody>
</table>
| 1–2               | The student:  
|                   | i. outlines a plan for improving physical performance and/or health  
|                   | ii. states the effectiveness of a plan based on the outcome. |
| 3–4               | The student:  
|                   | i. constructs and outlines a plan for improving physical performance and/or health  
|                   | ii. outlines the effectiveness of a plan based on the outcome. |
| 5–6               | The student:  
|                   | i. constructs and explains a plan for improving physical performance and/or health  
|                   | ii. describes the effectiveness of a plan based on the outcome. |
| 7–8               | The student:  
|                   | i. designs and explains a plan for improving physical performance and/or health  
|                   | ii. explains the effectiveness of a plan based on the outcome. |

### Year 3 – Criterion C – Applying and Performing

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</tbody>
</table>
| 1–2               | The student:  
|                   | i. recalls and applies skills and techniques with limited success  
|                   | ii. recalls and applies strategies and movement concepts with limited success  
|                   | iii. recalls and applies information to perform. |
| 3–4               | The student:  
|                   | i. demonstrates and applies skills and techniques with limited success  
|                   | ii. demonstrates and applies strategies and movement concepts with limited success  
|                   | iii. identifies and applies information to perform. |
| 5–6               | The student:  
|                   | i. demonstrates and applies skills and techniques  
|                   | ii. demonstrates and applies strategies and movement concepts  
|                   | iii. identifies and applies information to perform effectively. |
| 7–8               | The student:  
|                   | i. demonstrates and applies a range of skills and techniques  
|                   | ii. demonstrates and applies a range of strategies and movement concepts  
|                   | iii. outlines and applies information to perform effectively. |

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

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</tbody>
</table>
| 1–2               | The student:  
|                   | i. identifies strategies that enhance interpersonal skills  
|                   | ii. lists goals to enhance performance  
|                   | iii. summarizes performance. |
| 3–4               | The student:  
|                   | i. identifies and demonstrates strategies that enhance interpersonal skills  
|                   | ii. identifies goals to enhance performance  
|                   | iii. outlines and summarizes performance. |
| 5–6               | The student:  
|                   | i. outlines and demonstrates strategies that enhance interpersonal skills  
|                   | ii. identifies goals and applies strategies to enhance performance  
|                   | iii. outlines and evaluates performance. |
| 7–8               | The student:  
|                   | i. describes and demonstrates strategies that enhance interpersonal skills  
|                   | ii. outlines goals and applies strategies to enhance performance  
|                   | iii. explains and evaluates performance. |
# Design Assessment Criteria

## Year 1 - Criterion A - Inquiring and analyzing

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</table>
| 1 - 2             | The student:  
|                   | i. states the need for a solution to a problem  
|                   | ii. states the findings of research. |
| 3 - 4             | The student:  
|                   | i. outlines the need for a solution to a problem  
|                   | ii. states some points of research needed to develop a solution, with some guidance  
|                   | iii. states the main features of an existing product that inspires a solution to the problem  
|                   | iv. outlines some of the main findings of research. |
| 5 - 6             | The student:  
|                   | i. explains the need for a solution to a problem  
|                   | ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance  
|                   | iii. outlines the main features of an existing product that inspires a solution to the problem  
|                   | iv. outlines the main findings of relevant research. |
| 7 - 8             | The student:  
|                   | i. explains and justifies the need for a solution to a problem  
|                   | ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance  
|                   | iii. describes the main features of an existing product that inspires a solution to the problem  
|                   | iv. presents the main findings of relevant research. |

## Year 1 - Criterion B - Developing ideas

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<tbody>
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</tbody>
</table>
| 1 - 2             | The student:  
|                   | i. states one basic success criterion for a solution  
|                   | ii. presents one design idea, which can be interpreted by others  
|                   | iii. creates an incomplete planning drawing/diagram. |
| 3 - 4             | The student:  
|                   | i. states a few success criteria for the solution  
|                   | ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others  
|                   | iii. states the key features of the chosen design  
|                   | iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution. |
| 5 - 6             | The student:  
|                   | i. develops a few success criteria for the solution  
|                   | ii. presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others  
|                   | iii. presents the chosen design stating the key features  
|                   | iv. creates a planning drawing/diagram and lists the main details for the creation of the chosen solution. |
| 7 - 8             | The student:  
|                   | i. develops a list of success criteria for the solution  
|                   | ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others  
|                   | iii. presents the chosen design describing the key features  
|                   | iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution. |
### Year 1 - Criterion C – Creating the solution

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

### Year 1 - Criterion D – Evaluating

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

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

### Year 3 – Criterion B – Developing Ideas

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

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

### Year 3 - Criterion D - Evaluating

<table>
<thead>
<tr>
<th>Achievement Level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1 - 2             | The student:  
  i. describes a testing **method**, which is used to measure the success of the solution  
  ii. states the success of the solution. |
| 3 - 4             | The student:  
  i. describes a relevant testing method, which generates data, to measure the success of the solution  
  ii. outlines the success of the solution against the design specification based on relevant product testing  
  iii. lists the ways in which the solution could be improved  
  iv. outlines the impact of the solution on the client/target audience. |
| 5 - 6             | The student:  
  i. describes relevant testing methods, which generate data, to measure the success of the solution  
  ii. describes the success of the solution against the design specification based on relevant product testing  
  iii. outlines how the solution could be improved  
  iv. describes the impact of the solution on the client/target audience, **with guidance**. |
| 7 - 8             | The student:  
  i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution  
  ii. explains the success of the solution against the design specification based on authentic product testing  
  iii. describes how the solution could be improved  
  iv. describes the impact of the solution on the client/target audience. |
### Community Project (Wide Angle) Assessment Criteria

#### Year 3 – Criterion A – Investigating

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

#### Year 3 – Criterion B – Planning

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td><strong>0</strong></td>
<td>Students do not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| **1-2**           | Students:  
  i. develop a **limited** proposal for action to serve the need in the community  
  ii. present a **limited or partial** plan and record of the development process of the project  
  iii. demonstrate **limited** self-management skills. |
| **3-4**           | Students:  
  i. develop an **adequate** proposal for action to serve the need in the community  
  ii. present an **adequate** plan and record of the development process of the project  
  iii. demonstrate **adequate** self-management skills. |
| **5-6**           | Students:  
  i. develop a **suitable** proposal for action to serve the need in the community present a **substantial** plan and record of the development process of the project  
  iii. demonstrate **substantial** self-management skills. |
| **7-8**           | Students:  
  i. develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community  
  ii. present a **detailed and accurate** plan and record of the development process of the project  
  iii. demonstrate **excellent** self-management skills. |
### Year 3 – Criterion C – Taking Action

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

### Year 3 – Criterion D – Reflecting

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

#### Criterion A: Disciplinary grounding

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

#### Criterion B: Synthesizing

<table>
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<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student: • establishes few and/or superficial connections between disciplinary knowledge.</td>
<td>The student: • establishes few and/or superficial connections between disciplinary knowledge.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student: • connects disciplinary knowledge to achieve <strong>adequate</strong> understanding.</td>
<td>The student: • connects disciplinary knowledge to achieve <strong>adequate</strong> understanding.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student: • synthesizes disciplinary knowledge to demonstrate interdisciplinary understanding.</td>
<td>The student: • synthesizes disciplinary knowledge to demonstrate interdisciplinary understanding.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student: • synthesizes disciplinary knowledge to demonstrate <strong>consistent</strong> interdisciplinary understanding.</td>
<td>The student: • synthesizes disciplinary knowledge to demonstrate <strong>consistent</strong> and <strong>thorough</strong> interdisciplinary understanding.</td>
</tr>
</tbody>
</table>
**Criterion C: Communicating**

<table>
<thead>
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<tbody>
<tr>
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<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td><strong>1–2</strong></td>
<td>The student: • communicates interdisciplinary understanding in a <strong>limited way</strong>.</td>
<td>The student: • communicates interdisciplinary understanding with <strong>little</strong> structure, clarity or coherence.</td>
</tr>
<tr>
<td><strong>3–4</strong></td>
<td>The student: • communicates interdisciplinary understanding with <strong>some</strong> clarity.</td>
<td>The student: • communicates interdisciplinary understanding with <strong>some</strong> clarity and coherence • identifies sources.</td>
</tr>
<tr>
<td><strong>5–6</strong></td>
<td>The student: • communicates interdisciplinary understanding in a way that is mostly clear • identifies sources.</td>
<td>The student: • communicates interdisciplinary understanding that is <strong>generally</strong> well organized and coherent, recognizing <strong>appropriate</strong> forms or media • identifies <strong>relevant</strong> sources.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student: • communicates interdisciplinary understanding with clarity, <strong>organization and coherence</strong> • acknowledges relevant sources.</td>
<td>The student: • communicates interdisciplinary understanding that is clear and well structured, <strong>beginning</strong> to use the selected forms or media <strong>appropriately</strong> • documents relevant sources.</td>
</tr>
</tbody>
</table>

**Criterion D: Reflecting**

<table>
<thead>
<tr>
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<th>Level descriptors Year 3</th>
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<tbody>
<tr>
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<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td><strong>1–2</strong></td>
<td>The student: • <strong>describes</strong> strengths and limitations of the interdisciplinary learning process in a <strong>limited way</strong>.</td>
<td>The student: • reflects on himself or herself as a disciplinary and interdisciplinary learner in a <strong>limited way</strong> • outlines the contribution of selected disciplines in a <strong>limited way</strong>.</td>
</tr>
<tr>
<td><strong>3–4</strong></td>
<td>The student: • <strong>describes</strong> strengths and limitations of the interdisciplinary learning process • <strong>states some</strong> limitations or benefits of disciplinary knowledge in specific situations.</td>
<td>The student: • reflects on himself or herself as a disciplinary and interdisciplinary learner • <strong>states some</strong> limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</td>
</tr>
<tr>
<td><strong>5–6</strong></td>
<td>The student: • <strong>explains</strong> strengths and limitations of the interdisciplinary learning process • <strong>states some</strong> limitations and <strong>benefits</strong> of disciplinary and interdisciplinary knowledge in specific situations.</td>
<td>The student: • <strong>consistently</strong> reflects on himself or herself as a disciplinary and interdisciplinary learner • <strong>describes</strong> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student: • <strong>evaluates</strong> strengths and limitations of the interdisciplinary learning process • <strong>describes</strong> some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.</td>
<td>The student: • <strong>consistently</strong> reflects with sophistication on himself or herself as a disciplinary and interdisciplinary learner • <strong>explains</strong> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</td>
</tr>
<tr>
<td>Level</td>
<td>Descriptor</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>