Albanian College Guide to MYP Assessment Year 1

(Grade 6)

IB mission statement

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

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

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

(Source: MYP – From principles into practice, For use from September 2014/January 2015)

IB Learner Profile Attributes

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	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.

IB Grading Scale to Albanian Grading Scale Conversion Chart

Albanian Grade	AC Grade
4	1
5	2
6	3
7	4
8	5
9	6
10	7

Language and Literature Guide

For use from September 2014 or January 2015

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

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

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP language and literature. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:
● a task-specific version of the required assessment criteria
● a face-to-face or virtual classroom discussion
● a detailed task sheet or assignment.

(Source: MYP Language and Literature Guide, For use from September 2014 or January 2015, p. 27)

Criterion A: Analysing

Maximum: 8

At the end of year 1, students should be able to:

i.   identify and comment upon significant aspects of texts

ii.   identify and comment upon the creator's choices

iii.   justify opinions and ideas, using examples, explanations and terminology

iv.   identify similarities and differences in features within and between   texts.

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

Criterion B: Organizing

Maximum: 8

At the end of year 1, students should be able to:

i.   employ organizational structures that serve the context and   intention

ii.   organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	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 **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.

Criterion C: Producing text

Maximum: 8

At the end of year 1, students should be able to:

i.   produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii.   make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii.   select relevant details and examples to support ideas.

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

Criterion D: Using language

Maximum: 8

At the end of year 1, students should be able to:

i.   use appropriate and varied vocabulary, sentence structures and forms of expression

ii.   write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv.   spell (alphabetic languages), write (character languages) and pronounce with accuracy

v.   use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	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.

Achievement level	Level descriptor
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.

(Source: MYP Language and Literature Guide, For use from September 2014 or January 2015, p. 28-33)

Language Acquisition Guide

For use from September 2014 or January 2015

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

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for phases 1 to 6 of MYP language acquisition. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

(Source: MYP Language Acquisition Guide, For use from September 2014 or January 2015, p. 48)

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i.   identify basic facts, messages, main ideas and supporting   details

ii.   recognize basic conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** 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.

Criterion A: Comprehending spoken and visual text

Achievement level	Level descriptor
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.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 1, students should be able to:

i. identify basic facts, messages, main ideas and supporting details

ii. recognize basic aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** 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.

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

Maximum: 8

At the end of phase 1, students should be able to:

i.   respond appropriately to simple short phrases

ii.   interact in simple and rehearsed exchanges, using verbal and non-verbal language

iii.   use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics

iv.   communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:
	i. 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 informationin 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.

Criterion D: Using language in spoken and/or written form

Maximum: 8
At the end of phase 1, students should be able to:

i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize basic information and use a range of basic cohesive devices

iii. use language to suit the context.

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

1–2	The student:
	i. **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 vocabulty, 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.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i.   show understanding of messages, main ideas and supporting details

ii.   recognize basic conventions

iii.   engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

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

Achievement level	Level descriptor
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.

Criterion B: comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

i. identify basic facts, main ideas and supporting details, and draw conclusions

ii. recognize basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. identifies **minimal** 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.

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

Maximum: 8

At the end of phase 2, students should be able to:

i.   respond appropriately to spoken and/or written and/or visual text

ii. interact in basic structured exchanges

iii. use phrases to communicate ideas, feelings and information in familiar situations

iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: **i.** 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.

Criterion D: Using language in spoken and/or written form

Maximum: 8

At the end of phase 2, students should be able to:

i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

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

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.

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

i. show understanding of information, main ideas and supporting details, and draw conclusions

ii. understand conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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

Achievement level	Level descriptor
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.

Criterion B: Comprehending written and visual text

Maximum: 8

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

i. show understanding of information, main ideas and supporting details, and draw conclusions

ii. understand basic conventions including aspects of format and style, and author's purpose for writing

iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

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

Achievement level	Level descriptor
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.

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

Maximum: 8

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

i.   respond appropriately to spoken and/or written and/or visual text

ii.   interact in rehearsed and unrehearsed exchanges

iii.   express ideas and feelings, and communicate information in familiar and some unfamiliar situations

iv.   communicate with a sense of audience and purpose.

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

Achievement level	Level descriptor
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.

Criterion D: Using language in spoken and/or written form

Maximum: 8

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

i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii. organize information and ideas and use a range of basic cohesive devices

iii. use language to suit the context.

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

Achievement level	Level descriptor
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.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   construct meaning and draw conclusions from information, main ideas and supporting details

ii.   interpret conventions

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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

Achievement level	Level descriptor
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.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

i.   construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions

ii.   interpret basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

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

Achievement level	Level descriptor
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.

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

Maximum: 8

At the end of phase 4, students should be able to:

i. respond appropriately to spoken and/or written and/or visual text

ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance

iii. express ideas and feelings, and communicate information in simple and complex texts

iv. communicate with a sense of audience and purpose.

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

Achievement level	Level descriptor
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.

Criterion D: Using language in spoken and/or written form

Maximum: 8

At the end of phase 4, students should be able to:

i.   write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

ii.   organize information and ideas into a structured text; use a wide range of cohesive devices

iii.   use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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.

Achievement level	Level descriptor
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.

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

i.   analyse and draw conclusions from information, main ideas and supporting details

ii.   analyse conventions

iii.   engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing conventions iii. engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws some conclusions from information, main ideas and supporting details ii. analyses **some** conventions iii. engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **most** conventions iii. engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

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

i.   analyse and draw conclusions from information, main ideas and supporting details

ii.   analyse basic conventions including aspects of format and style, and author's purpose for writing

iii.   engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** analysing basic conventions including aspects of format and style, and author's purpose for writing iii. engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. analyses **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 analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student: i. analyses **considerably** and draws conclusions from information, main ideas and supporting details ii. analyses **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 analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student: i. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details ii. analyses basic conventions including aspects of format and style, and author's purpose for writing iii. engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

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

Maximum: 8

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

i. respond appropriately to spoken and/or written and/or visual text

ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance

iii. express ideas, opinions and feelings, and communicate information in a wide range of situations

iv. communicate with a sense of register, purpose and style.

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

Achievement level	Level descriptor
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, opinions and feelings, and communicates **minimal** information in various situations iv. communicates with a **limited** sense of register, purpose and style.
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, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed iv. communicates **with** some sense of register, purpose and style.
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, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.
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 a **range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and/or written form

Maximum: 8

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

i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency

ii. organize information and ideas; use a wide range of cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and 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, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making 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, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7-8	The student: The student: i. writes/speaks effectively using of a range of vocabulary, complex grammatical structures and conventions, **accurately**; **occasional errors do not interfere with communication.** Speaks with **excellent** intonation and fluency, making communication easy ii. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive **accurately, enhancing** the development of ideas iii. uses language **effectively** to suit the context.

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i. evaluate and draw conclusions from information, main ideas and supporting details

ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the spoken and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details in social and academic situations ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the spoken and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.
5–6	The student: i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets to some degree the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows considerable understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
7–8	The student: i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **thoroughly** with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

i. evaluate and draw conclusions from information, main ideas and supporting details

ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** evaluating information or main ideas and supporting details; **is not able** to draw conclusions ii. **has difficulty** interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **minimally** with the written and visual text by evaluating **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. The student shows **limited** understanding of the content, context and concepts of the text as a whole.
3–4	The student: i. evaluates **adequately** and draws **some** conclusions from information, main ideas and supporting details ii. **adequately** interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages **adequately** with the written and visual text by evaluating **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. The student shows **some** understanding of the content, context and concepts of the text as a whole.

Achievement level	Level descriptor
5–6	The student:
	i. evaluates **considerably** and draws conclusions from information, main ideas and supporting details
	ii. interprets **to some degree** the author's choice of style, format and ideas to suit an intended audience and purpose
	iii. engages **considerably** with the written and visual text by evaluating **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
	The student shows **considerable** understanding of the content, context and concepts of the text as a whole.
7–8	The student:
	i. evaluates **thoroughly** and draws conclusions from information, main ideas and supporting details
	ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose
	iii. engages **thoroughly** with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
	The student shows **thorough** understanding of the content, context and concepts of the text as a whole.

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

Maximum: 8

At the end of phase 6, students should be able to:

i.   respond appropriately to spoken and/or written and/or visual text

ii.   engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance

iii.   express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts

iv.   communicate with a sense of register, purpose and style.

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

Achievement level	Level descriptor
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, opinions and feelings, and communicates **minimal** information in various social and academic contexts iv. communicates with a **limited** sense of register, purpose and style.
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 complex exchanges to share **some** ideas on topics of personal and global significance iii. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of social and academic contexts; ideas are not always relevant or detailed iv. communicates with **some** sense of register, purpose and style.
5–6	The student: i. responds **appropriately** to spoken and/or written and/or visual text ii. engages **considerably** in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in **a range** of social and academic contexts; ideas are relevant and detailed iv. communicates with a **considerable** sense of register, purpose and style.
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 complex exchanges to share a **variety** of **informative and organized** ideas on **a range** of topics of personal and global significance iii. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of social and academic contexts; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an **excellent** sense of register, purpose and style.

Criterion D: Using language in spoken and/or written form

Maximum: 8

At the end of phase 6, students should be able to:

i.   write and/or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique

ii. organize information and ideas; use a wide range of cohesive devices

iii. use language to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **has difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and 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, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** oratory technique **ii.** organizes **some** information and ideas, and uses a 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, complex grammatical structures and conventions, **generally accurately**; uses **good** oratory technique **ii.** organizes information and ideas **well**, and uses a **wide range** of cohesive devices **accurately** iii. **usually** uses language to suit the context.
7–8	The student: i. writes/speaks **effectively** using a **wide range** of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** oratory technique **ii.** organizes information and ideas **into a logical and well-structured text**; uses a wide range of cohesive devices **accurately and effectively** iii. uses language **effectively** to suit the context.

(Source: MYP Language Acquisition Guide, For use from September 2014 or January 2015, p. 49-63)

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Individuals and Societies Guide

For use from September 2014/January 2015

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

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

> Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor, which teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP individuals and societies. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment sheet.

(Source: MYP Individuals and Societies Guide, For use from September 2014 or January 2015, p. 28)

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   use vocabulary in context

ii.   demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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.

Criterion B: Investigating

Maximum: 8

At the end of year 1, students should be able to:

i.   explain the choice of a research question

ii.   follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research   question

iv.   reflect on the process and results of the investigation.

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

1–2	The student: i. **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.

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. communicate information and ideas with clarity

ii. organize information and ideas effectively for the task

iii. list sources of information in a way that follows the task instructions.

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

Criterion D: Thinking critically

Maximum: 8

At the end of year 1, students should be able to:

i. identify the main points of ideas, events, visual representation or   arguments

ii. use information to justify an opinion

iii. identify and analyse a range of sources/data in terms of origin and   purpose

iv. identify different views and their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. 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. **consistently** identifies and **analyses a range** of sources/data in terms of origin and purpose
	iv. **consistently** identifies different views and their implications

(Source: MYP Individuals and Societies Guide, For use from September 2014 or January 2015, p. 29-32)

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Sciences guide

For use from September 2014/January 2015

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

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

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP sciences. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They could be in the form of:
- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

(Source: MYP Sciences Guide, For use from September 2014 or January 2015, p. 29)

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be 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.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **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**.

Criterion B: Inquiring and designing

Maximum: 8

At the end of year 1, students should be able to:

i.   outline an appropriate problem or research 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 data will be collected

iv.   design scientific investigations.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **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**.

Criterion C: Processing and evaluating

Maximum: 8

At the end of year 1, students should be able to:

i.   present collected and transformed data

ii.   interpret data and outline results using scientific reasoning

iii.   discuss the validity of a prediction based on the outcome of the scientific investigation

iv.   discuss the validity of the method

v.   describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **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 limited 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.

Achievement level	Level descriptor
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.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of year 1, students should be 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 various implications of using science and its application in solving a specific problem or issue

iii.   apply scientific language effectively

iv.   document the work of others and sources of information used.

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

(Source: MYP Sciences Guide, For use from September 2014 or January 2015, p. 31-35)

Mathematics guide

For use from September 2014/January 2015

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

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

> Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP mathematics. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria, as published in this guide, to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

(Source: MYP Mathematics Guide, For use from September 2014 or January 2015, p. 36)

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii.   apply the selected mathematics successfully when solving problems

iii.   solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	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.

Criterion B: Investigating patterns

Maximum: 8

At the end of year 1, students should be able to:

i.   apply mathematical problem-solving techniques to recognize patterns

ii.   describe patterns as relationships or general rules consistent with correct findings

iii.   verify whether the pattern works for other examples.

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

Achievement level	Level descriptor
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**.

Note: A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2).

Criterion C: Communicating

Maximum: 8

At the end of year 1, students should be able to:

i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. use different forms of mathematical representation to present information

iii. communicate coherent mathematical lines of   reasoning

iv. organize information using a logical structure.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. use **limited** mathematical language ii. use **limited forms** of mathematical representation to present information iii. 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.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 1, students should be able to:

i. identify relevant elements of authentic real-life situations

ii. select appropriate mathematical strategies when solving authentic real-life situations

iii. apply the selected mathematical strategies successfully to reach a solution

iv. explain the degree of accuracy of a solution

v. describe whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	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.

(Source: MYP Mathematics Guide, For use from September 2014 or January 2015, p. 37-40)

Arts guide

For use from September 2014/January 2015

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

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP arts. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

(Source: MYP Arts Guide, For use from September 2014 or January 2015, p. 36)

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   demonstrate awareness of the art form studied, including the use of appropriate language

ii.   demonstrate awareness of the relationship between the art form and its   context

iii.   demonstrate awareness of the links between the knowledge acquired and artwork   created.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **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.

Criterion B: Developing skills

Maximum: 8

At the end of year 1, students should be able to:

i.   demonstrate the acquisition and development of the skills and techniques of the art form studied

ii.   demonstrate the application of skills and techniques to create, perform and/or present art.

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

Criterion C: Thinking creatively

Maximum: 8

At the end of year 1, students should be able to:

i.   identify an artistic intention

ii.   identify alternatives and perspectives

iii.   demonstrate the exploration of ideas.

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

1–2	The student:
	i. identifies 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.

Criterion D: Responding

Maximum: 8

At the end of year 1, students should be able to:

i. identify connections between art forms, art and context, or art and prior   learning

ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student:
	i. identifies **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.

(Source: MYP Arts Guide, For use from September 2014 or January 2015, p. 38-42)

Design guide

For use from September 2014

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

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

> Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP design. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

(Source: MYP Design Guide, For use from September 2014, p. 31)

Criterion A: Inquiring and analysing

Maximum: 8

At the end of year 1, students should be able to:

i.   explain and justify the need for a solution to a   problem

ii.   state and prioritize the main points of research needed to develop a solution to the problem

iii.   describe the main features of one existing product that inspires a solution to the   problem

iv.   present the main findings of relevant research.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem 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.

Criterion A: Inquiring and analysing

Criterion B: Developing ideas

Maximum: 8

At the end of year 1, students should be able to:

i.   develop a list of success criteria for the solution

ii. present feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design

iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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.

Criterion C: Creating the solution

Maximum: 8

At the end of year 1, students should be able to:

i.   outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution

ii.   demonstrate excellent technical skills when making the solution

iii.   follow the plan to create the solution, which functions as   intended

iv.   list the changes made to the chosen design and plan when making the solution

v.   present the solution as a whole.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates 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 being able to follow 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 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.

Criterion D: Evaluating

Maximum: 8

At the end of year 1, students should be able to:

i.   outline simple, relevant testing methods, which generate data, to measure the success of the   solution

ii.   outline the success of the solution against the design specification

iii.   outline how the solution could be improved

iv.   outline the impact of the solution on the client/target   audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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.

(Source: MYP Design Guide, For use from September 2014, p. 32-35)

Physical and health education guide

For use from September 2014/January 2015

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

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

> Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

This guide provides the **required assessment criteria** for years 1, 3 and 5 of MYP physical and health education. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme.

Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They might be in the form of:

- a task-specific version of the required assessment criteria
- a face-to-face or virtual classroom discussion
- a detailed task sheet or assignment.

(Source: IBMYP Physical and Health Education Guide, for use from September 2014/January 2015, p. 25)

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

i.   outline physical and health education-related factual, procedural and conceptual knowledge

ii.   identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii.   apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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	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 situations iii. **Applies** physical and health terminology to **consistently** communicate understanding.

Notes for criterion A

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

Criterion B: Planning for performance

Maximum: 8

At the end of year 1, students should be able to:

i.   construct and outline a plan for improving health or physical   activity

ii.   describe the effectiveness of a plan based on the   outcome.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** plans for improving health or physical activity ii. **states** the effectiveness of a plan.
3–4	The student: i. **outlines a basic** plan for improving health 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 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 or physical activity ii. **describes** the effectiveness of a plan **based on the outcome**.

Notes for criterion B

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

- Planning for the execution of individual skills is not appropriate for assessment against this criterion. For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby. However, it is appropriate to assess a plan for improving defensive performance   in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve the following areas: strength, speed, cardiovascular fitness, tackling technique, formation, etc in order to improve the overall performance.

- In order to meet the requirements of criterion B, the student's plan must be carried out in order for its effectiveness to be evaluated.

- Criterion B requires an objective description of the effectiveness of the   plan.

Criterion C: Applying and performing

Maximum: 8

At the end of year 1, students should be able to:

i.   recall and apply a range of skills and techniques

ii.   recall and apply a range of strategies and movement concepts

iii.   recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **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**.

Notes for criterion C

- Criterion C must be assessed in **performance/playing situations**.
- A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student's ability to recall and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
- A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year 1, students should be able to:

i.   identify and demonstrate strategies to enhance interpersonal   skills

ii.   identify goals and apply strategies to enhance performance

iii.   describe and summarize performance.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** 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.

Notes for criterion D

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

(Source: IBMYP Physical and Health Education Guide, for use from September 2014/January 2015, p. 26-30)