



AUSTRALIAN INTERNATIONAL ACADEMY

MYP Assessment Guide



MYP ASSESSMENT GUIDE

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INTRODUCTION

The purpose of this guide is to illustrate the principles and practices of MYP assessment at The Australian International Academy and to share assessment criteria with students and parents.

According to the school's assessment policy, assessment at AIA is an integral part of teaching and learning and through continual reflection the teachers and students are continually identifying areas for improvement.

Assessment is best described as being internal as opposed to external because the assessment tasks, strategies and tools are designed, developed and applied by our teachers.

The MYP assessment system used at AIA is called a **criterion-related** model and it is vital that both students and parents understand the methods of assessment and play an active role in the process.

Assessing students against criteria is very helpful because the student knows before attempting the work what needs to be done to reach a high level.

The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

PRINCIPLE OF MYP ASSESSMENT

MYP assessment requires teachers to assess the prescribed **subject-group objectives** using the **assessment criteria** for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous **tasks** that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their **professional judgment**, guided by mandated **criteria** that are public, known in advance and precise, ensuring that assessment is transparent.

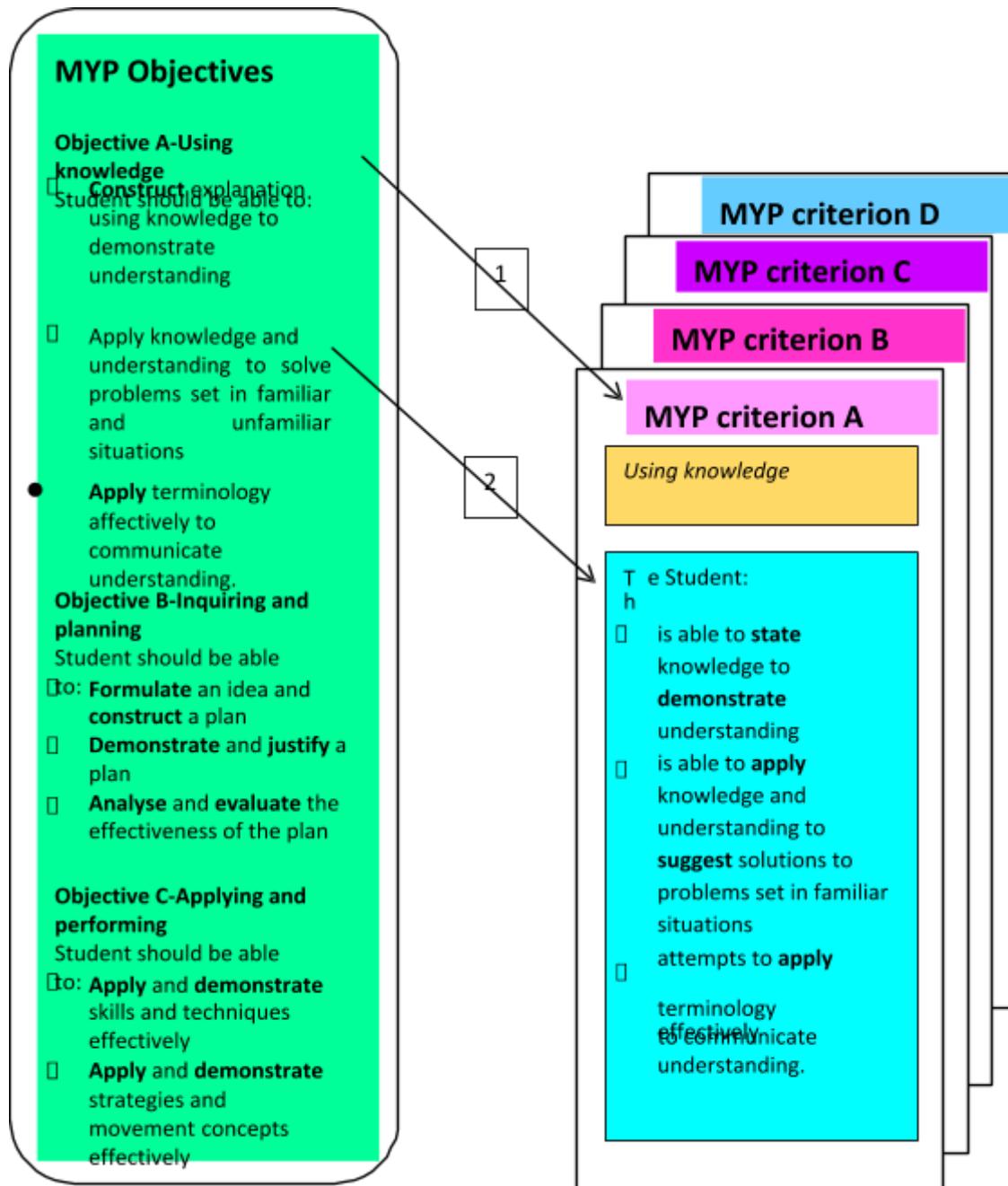
Across a variety of assessment tasks (authentic performances of understanding), teachers use **descriptors** to identify students' **achievement levels** against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

MYP Assessment Criteria Across Subject Groups

SUBJECT GROUP	CRITERIA A	CRITERIA B	CRITERIA C	CRITERIA D
Language and literature (English)	Analysing	Organising	Producing text	Using language
Language acquisition (Arabic, French and Turkish)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

Alignment of assessment criteria with subject objectives



MYP objectives are described in terms of what students should know, understand and be able to do at the end of the programme. Each objective is aligned with its corresponding assessment criterion: objective A is aligned with criterion A, objective B with criterion B, and so on.

The general description of objective A is reflected in the general information provided about criterion A. The general information gives teachers guidance on how the criterion should be used to design appropriate tasks and how it should be applied to measure student performance. This alignment is shown by arrow 1.

Arrow 2 shows how the various strands of objective A, shown in bulleted form, are aligned with the descriptors of one of several achievement levels. Each achievement level describes student performance in ways that teachers can use to determine how successfully each student has met the objective. All strands of an objective must be addressed in order to determine a final achievement level.

Achievement levels

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two levels of achievement. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

(Please refer to Appendix 1)

PROCEDURES :

A. HOW DO WE ASSESS IN THE MYP?

i. Formative assessment

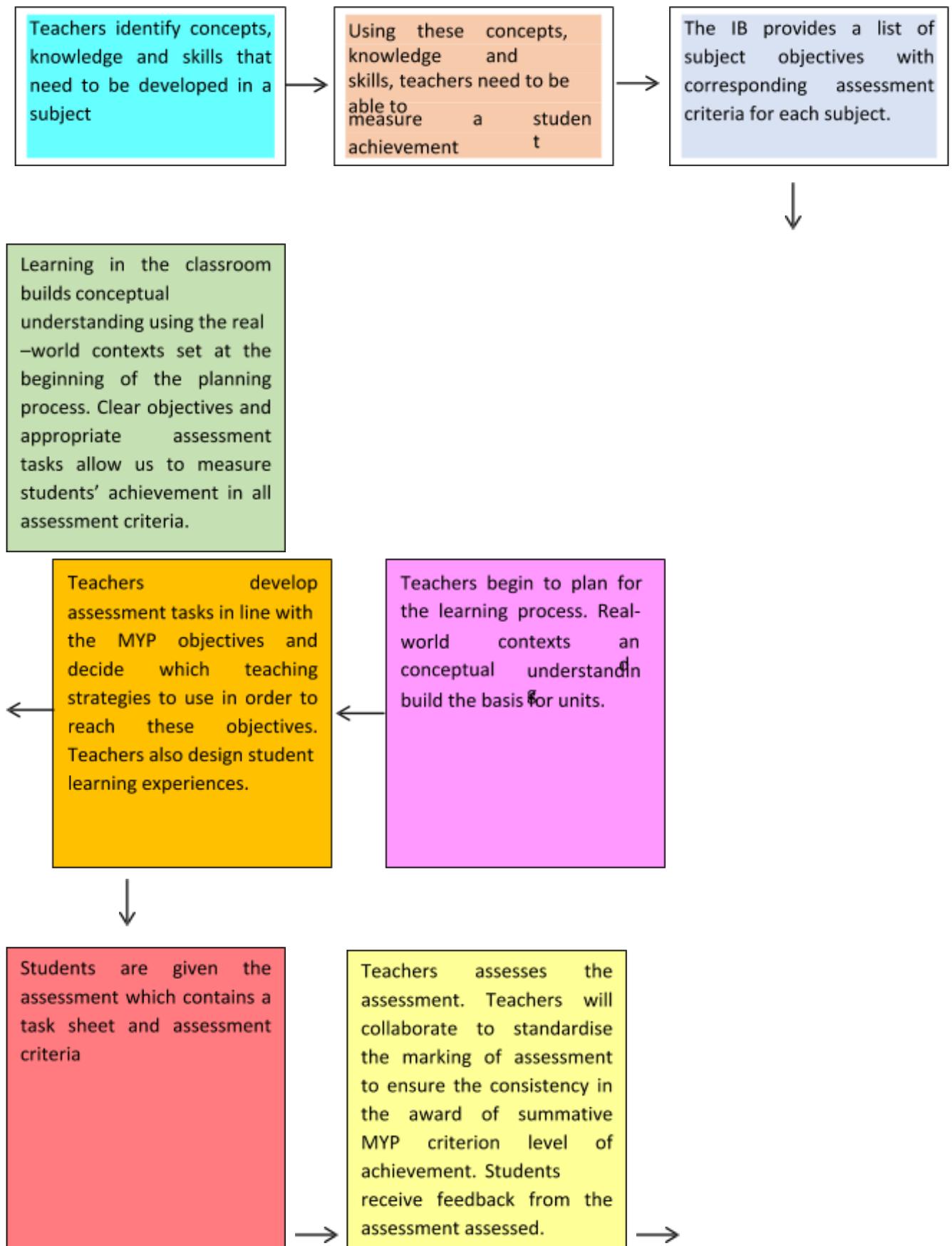
This refers to the on-going assessment during the learning process that gives students and teachers important information used to modify teaching and learning activities in such a way that students are able to improve their achievement.

ii. Summative assessment

This refers to the judgment made by the teacher of the standard of achievement reached by each student at the end of a learning period. An example of a summative assessment is a report grade.

B. PLANNING FOR THE SUMMATIVE ASSESSMENT

The planning process leading to summative assessment levels is outlined in the diagram below:



This process is repeated throughout the semester so that all criteria in every subject are covered at least twice a year.



The criterion levels in each subject are then added together to give a criterion levels total for that subject. This total is then converted to an overall grade out of 7 using the grade boundary tables from the IB.



At the end of a semester, each teacher analyse the student's assessment results and use their professional judgement to award a level of achievement for each individual criterion

C. ASSESSMENT STRATEGIES

Teachers use a variety of assessment strategies to allow students to demonstrate their understanding and learning of the topic or learning area. The strategies are:

- observation
- selected response
- open-ended tasks
- performance
- process journals
- portfolio assessment

Typical assessment tasks activities include:

- Creation of solutions or products in response to problems
- Compositions – musical, physical, artistic
- Essays/Written Papers
- Questionnaires
- Exhibitions, Projects, Investigations, Directed Research, Journal Writing, Field Work
- Experiments, Demonstrations and Practical Work
- Research
- Performances
- Presentations – verbal (oral or written), graphic (through various media)
- Written/ Oral Examinations, Unit Tests, Quizzes

AIA teachers are free to devise the exact nature of the assessment tasks that they use. Assessment is based on a variety of types of activity since no one task will cover all of the objectives of an MYP subject.

D. DETERMINATION OF FINAL GRADES.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describe the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance. (MYP: From principles into practice, p 83)

Report grades

Assessment reports are issued at the end of the year to provide a summary of student progress in each MYP subject. A subject report shows a summative achievement level for each criterion, as well as an overall grade. This report grade is calculated by adding together the achievement levels of a subject and then applying the *MYP grade boundaries* to the level total.

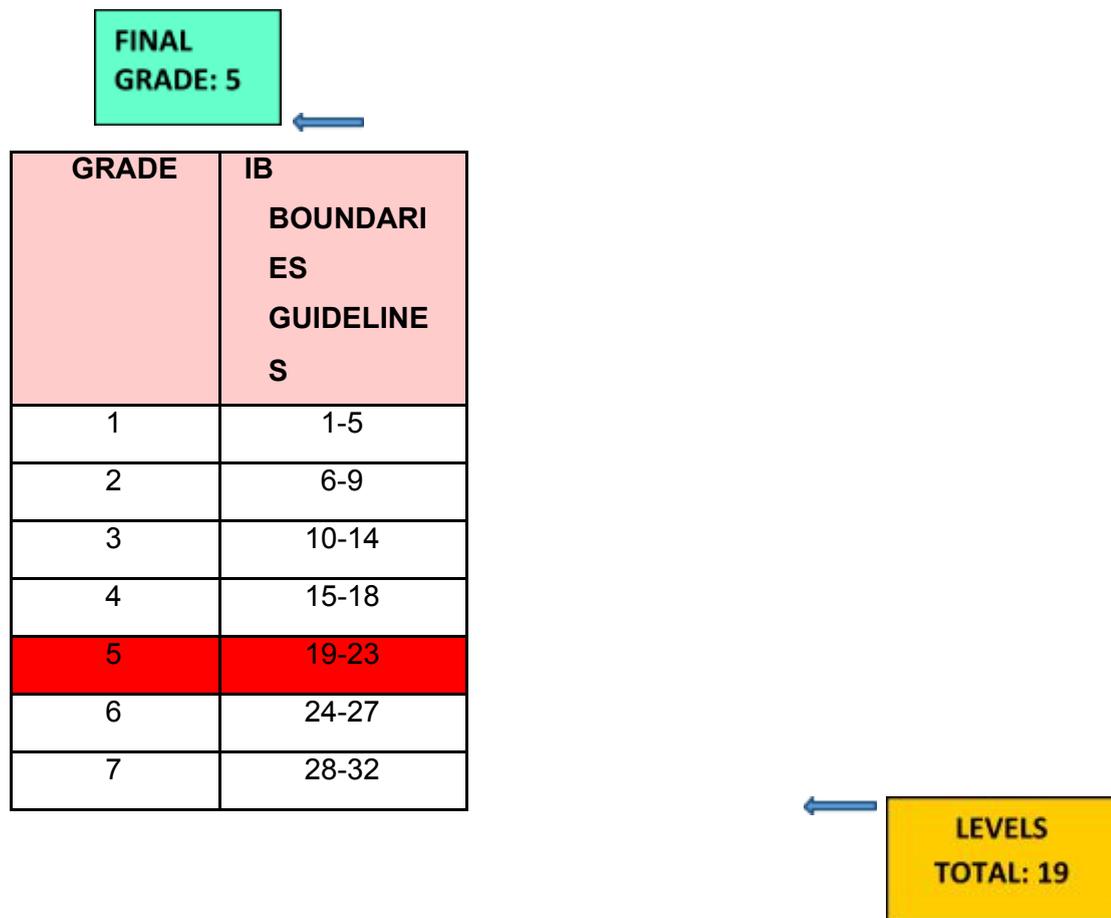
i. Determination of the criterion level total
 Examples from Ali bin Abu -Science Year 1

SCIENCES CRITERION A :KNOWING AND UNDERSTANDING		
MYP Objectives	Criterion A Achievement Level/8	Best-fit Criterion A Achievement Level/8
i. Outline scientific knowledge	4	4
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations	4	
iii. interpret information to make scientifically supported judgments.	5	
SCIENCES CRITERION B :INQUIRING AND DESIGNING		
MYP Objectives	Criterion B Achievement Level/8	Best-fit Criterion B Achievement Level/8
i. outline an appropriate problem or research question to be tested by a scientific investigation	4	5
ii. outline a testable prediction using scientific reasoning	4	
iii. outline how to manipulate the variables, and outline how data will be collected	5	
iv. design scientific investigations.	5	
SCIENCES CRITERION C :PROCESSING AND EVALUATING		
MYP Objectives	Criterion C Achievement Level/8	Best-fit Criterion C Achievement Level/8
i. present collected and transformed data	4	4
ii. interpret data and outline results using scientific reasoning	4	
iii. discuss the validity of a prediction based on the outcome of the scientific investigation	5	
iv. discuss the validity of the method	4	
v. describe improvements or extensions to the method.	5	
SCIENCES CRITERION D :REFLECTING ON THE IMPACT OF SCIENCE		
MYP Objectives	Criterion D Achievement Level/8	Best-fit Criterion D Achievement Level/8
i. apply scientific language effectively document the work of others and sources of information used. summarize the ways in which science is applied and used to address a specific problem or issue	5	6

ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue	5	
iii.	6	
iv.	6	
BEST FIT CRITERION LEVELS TOTAL/32		19

ii. Determination of the final grade

Examples from Ali bin Abu-Science Year 1



What Does Final Grade of 1-7 Really Mean?

FINAL GRADE	MYP General Grade Descriptors
GRADE 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
GRADE 2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understandings in many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
GRADE 3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
GRADE 4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

GRADE 5	Produces generally high-quality work. Communicates secure understandings 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.
GRADE 6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations often with independence.
GRADE 7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrate sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

E. CONSEQUENCES OF ACADEMIC DISHONESTY

1. Consequences for academic dishonesty are addressed in the school's discipline policy and shall be handled accordingly.
 - a. Sometimes student(s) may unintentionally commit an act of academic dishonesty.
 - b. For example, student(s) find themselves unwittingly committing collusion by sharing work with their friends, not knowing that their work will be copied.
 - c. These student(s) would not be subjected to procedures of academic dishonesty but given a warning and advice not to commit the same offence in future.
2. Any case of academic dishonesty will be dealt with by procedures which would ensure equity; consistency, procedural fairness, timely resolution of the case and achievement of appropriate and effective outcomes.
3. List of penalties to students in the event of academic dishonesty are as follows :
 - **Plagiarism, Collusion dealt by subject teacher.**

Oral reprimand. Student is asked to redo work and, provide feedback on the work based on the criterion. The penalty is not including the grade when considering a student's final grade.
 - **Attempt to cheat during summative tests/ falsifying data is dealt by subject teacher and disciplinary board.**

Coordinator and Parents will be informed of misdemeanour and it will be recorded by the disciplinary board.
Student would have to re-sit for the test or re-do task.

Appendix 1: Subject Area Criteria Rubrics

Arts- Visual and Performing Visual Arts and Music

Criterion A: Knowing and understanding

Achievement level	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, limited use of subject-specific terminology ii. demonstrates limited understanding of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, adequate use of subject-specific terminology ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

5-6	The student: i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language	The student: i. demonstrates substantial knowledge of the art form studied, including concepts, processes, substantial use of appropriate language	The student: i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, substantial use of subject-
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork 	<p>specific terminology</p> <ul style="list-style-type: none"> ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

Criterion B: Developing skills

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

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		

1-2	<p>The student:</p> <ul style="list-style-type: none">i. demonstrates a limited acquisition and development of the skills and techniques of the art form studiedii. demonstrates limited application of skills and techniques to create, perform and/or present art
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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

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. identifies a limited artistic intention ii. identifies limited alternatives and perspectives iii. demonstrates limited exploration of ideas	The student: i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization	The student: i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent ii. demonstrates a limited range or depth of creative-thinking behaviors iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization
3-4	The student: i. identifies an adequate artistic intention ii. identifies adequate alternatives and perspectives	The student: i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions	The student: i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent ii. demonstrates an adequate range and depth of creative-thinking behaviors

	iii. demonstrates adequate exploration of ideas	iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization	iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization
5-6	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas	The student: i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization	The student: i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent ii. demonstrates a substantial range and depth of creative-thinking behaviors iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
7-8	The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas	The student: i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization	The student: i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent ii. demonstrates an excellent range and depth of creative-thinking behaviors iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization

Criterion D: Responding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		

1-2	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response which is possibly inspired by the world around him or her 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs limited meaning and may transfer learning to new settings ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her
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	<ul style="list-style-type: none"> iii. presents a limited evaluation of certain elements or principles of artwork 	<ul style="list-style-type: none"> iii. presents a limited evaluation of the artwork of self and others 	<ul style="list-style-type: none"> iii. presents a limited critique of the artwork of self and others
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response which is inspired by the world around him or her to some degree iii. presents an adequate evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs adequate meaning and occasionally transfers learning to new settings ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her iii. presents an adequate critique of the artwork of self and others
5-6	<p>The student:</p> <ul style="list-style-type: none"> 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 or principles of artwork 	<p>The student:</p> <ul style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response which is considerably inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs appropriate meaning and regularly transfers learning to new settings ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her iii. presents a substantial critique of the artwork of self and others
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response which is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs meaning with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her iii. presents an excellent critique of the artwork of self and others

Design

Criterion A: Inquiring and analyzing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. states the need for a solution to a problem ii. states the findings of research 	<p>The student:</p> <ul style="list-style-type: none"> i. states the need for a solution to a problem ii. states some of the main findings of relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. states the need for a solution to a problem for a specified client/target audience ii. develops a basic design brief, which states the findings of relevant research
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. outlines the need for a solution to a problem ii. states the research needed to develop a solution to the problem, with some guidance iii. outlines one existing product that inspires a solution to the problem iv. develops a basic design brief, which outlines some relevant research 	<p>The student:</p> <ul style="list-style-type: none"> i. outlines the need for a solution to a problem for a specified client/target audience ii. outlines a research plan, which identifies the primary and secondary research needed to develop a solution to the problem independently, with some guidance iii. analyzes one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research

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

Criterion B: Developing ideas

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. states one basic success criteria for a solution ii. presents one design idea, which can be interpreted by others iii. creates an incomplete planning drawing/diagram 	<p>The student:</p> <ul style="list-style-type: none"> i. lists a few basic success criteria for the design of a solution ii. presents one design idea, which can be interpreted by others iii. creates incomplete planning drawings/diagrams 	<p>The student:</p> <ul style="list-style-type: none"> i. lists some basic design specifications for the design of a solution ii. presents one design which can be interpreted by others iii. creates incomplete planning drawings/diagrams
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. states a few success criteria for the solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a list of the success criteria for the design of a solution 	<p>The student:</p> <ul style="list-style-type: none"> i. lists some design specifications, which relate to the success criteria for the design of a solution

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ii. presents a few of feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others iii. outlines the main reasons for choosing the design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements for the chosen solution 	<ul style="list-style-type: none"> ii. presents a few feasible design ideas, using an appropriate medium(s) or annotation, which can be interpreted by others iii. justifies the selection of the chosen design with reference to the design specification iv. creates planning drawings/diagrams or lists requirements
5-6	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications which identify the success criteria for the design of a solution ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others iii. presents the chosen design and outlines the main reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution 	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which outline the success criteria for the design of a solution ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others iii. presents the chosen design and justifies its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others 	<p>The student:</p> <ul style="list-style-type: none"> i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, 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	iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution	iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification iv. develops accurate and detailed planning drawings/diagrams and outlines requirements
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Criterion C: Creating the solution

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
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	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	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, which 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 presented appropriately iv. states one change made to the chosen design or plan when making the solution	The student: i. outlines each step in a plan that contains some details , resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design or plan when making the solution	The student: i. constructs a plan , which contains some production elements , resulting in peers having difficulty following plan ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. outlines changes made to the chosen design and plan when making the solution

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. lists the steps in a plan, which considers the time and resources, resulting in peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution 	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution
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	<p>iii. creates the solution, which functions as intended and is presented appropriately</p> <p>iv. states one change made to the chosen design and plan when making the solution</p>	<p>iii. creates the solution, which functions as intended and is presented appropriately</p> <p>iv. outlines changes made to the chosen design and plan when making the solution</p>	<p>iii. creates the solution, which functions as intended and is presented appropriately</p> <p>iv. describes changes made to the chosen design and plan when making the solution</p>
7-8	<p>The student:</p> <p>i. outlines a plan, which considers the use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrates excellent technical skills when making the solution</p> <p>iii. follows the plan to create the solution, which functions as intended and is presented appropriately</p> <p>iv. lists the changes made to the chosen design and plan when making the solution</p>	<p>The student:</p> <p>i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrates excellent technical skills when making the solution</p> <p>iii. follows the plan to create the solution, which functions as intended and is presented appropriately</p> <p>iv. explains changes made to the chosen design and plan when making the solution</p>	<p>The student:</p> <p>i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</p> <p>ii. demonstrates excellent technical skills when making the solution</p> <p>iii. the solution, which functions as intended and is presented appropriately</p> <p>iv. fully justifies changes made to the chosen design and plan when making the solution</p>

Criterion D: Evaluating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <p>i. defines a testing method, which is used to measure the success of the solution</p> <p>ii. states the success of the solution</p>	<p>The student:</p> <p>i. describes a testing method, which is used to measure the success of the solution</p> <p>ii. states the success of the solution</p>	<p>The student:</p> <p>i. designs a testing method, which is used to measure the success of the solution</p> <p>ii. states the success of the solution</p>

3-4	<p>The student:</p> <ul style="list-style-type: none"> i. defines a relevant testing method, which generate 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 	<p>The student:</p> <ul style="list-style-type: none"> i. describes a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing 	<p>The student:</p> <ul style="list-style-type: none"> i. designs a relevant testing method, which generates data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on relevant product testing
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> iii. lists the ways in which the solution could be improved iv. outlines the impact of the solution on the client/target audience 	<ul style="list-style-type: none"> iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience
5-6	<p>The student:</p> <ul style="list-style-type: none"> 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 how the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance 	<p>The student:</p> <ul style="list-style-type: none"> i. describes relevant testing methods, which generate data, to measure the success of the solution ii. describes the success of the solution against the design specification based on relevant product testing iii. outlines how the solution could be improved iv. describes the impact of the solution on the client/target audience, with guidance 	<p>The student:</p> <ul style="list-style-type: none"> i. designs relevant testing methods, which generate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on relevant product testing iii. describes how the solution could be improved iv. explains the impact of the solution on the client/target audience, with guidance
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on authentic product testing iii. describes how the solution could be improved iv. describes the impact of the solution on the client/target audience 	<p>The student:</p> <ul style="list-style-type: none"> i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluates the success of the solution against the design specification based on authentic product testing iii. explains how the solution could be improved iv. explains the impact of the solution on the client/target audience

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. makes limited relevant of terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal 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 examples	The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	The student: i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and 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	The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples	The student: i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate 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	The student: i. consistently uses a range of terminology accurately ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and	The student: i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples

		examples	
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Criterion B: Investigating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. identifies a research question that is clear, focused and relevant. ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question

	<ul style="list-style-type: none"> iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results 	<ul style="list-style-type: none"> iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates the research process and results 	<ul style="list-style-type: none"> iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates of the process and results of the investigation
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results 	<p>The student:</p> <ul style="list-style-type: none"> i. formulates a clear and focused research question and justifies its relevance ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the process and results of the investigation

Criterion C: Thinking critically

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a way that is somewhat clear 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a style that is somewhat clear 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose

	<ul style="list-style-type: none"> ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions 	<ul style="list-style-type: none"> ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources 	<ul style="list-style-type: none"> ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention
5-6	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources 	<p>The student:</p> <ul style="list-style-type: none"> i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention

Criterion D: Communicating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		

1-2	<p>The student:</p> <ul style="list-style-type: none"> i. Identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited opinions 	<p>The student:</p> <ul style="list-style-type: none"> i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between 	<p>The student:</p> <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make
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	<ul style="list-style-type: none"> iii. identifies the origin and purpose of limited sources/data iv. identifies some different views 	<p>information to make simple arguments</p> <ul style="list-style-type: none"> iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives 	<p>arguments</p> <ul style="list-style-type: none"> iii. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitations iv. identifies different perspectives and minimal implications
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. identifies some main points of ideas, events, visual representation or arguments ii. uses information to give adequate opinions iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyzes sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implications 	<p>The student:</p> <ul style="list-style-type: none"> i. analyzes concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyzes and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations iv. interprets different perspectives and some of their implications
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies the main points of ideas, events, visual representation or arguments ii. uses information to give substantial opinions iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications 	<p>The student:</p> <ul style="list-style-type: none"> i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make usually valid arguments iii. analyzes sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications 	<p>The student:</p> <ul style="list-style-type: none"> i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyzes and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. interprets different perspectives and their implications

7-8	The student: i. identifies in detail the main points of ideas, events, visual representation or arguments	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories
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	<ul style="list-style-type: none"> ii. uses information to give detailed opinions iii. consistently identifies and analyzes a range of sources/data in terms of origin and purpose v. consistently identifies different views and their implications 	<ul style="list-style-type: none"> ii. summarizes information to make consistent, well-supported arguments iii. effectively analyzes a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations v. clearly recognizes different perspectives and consistently explains their implications 	<ul style="list-style-type: none"> ii. synthesizes information to make valid, well-supported arguments iii. effectively analyzes and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations v. thoroughly interprets a range of different perspectives and their implications
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**Language Acquisition
(Arabic, French and
Turkish)**

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

Language Acquisition

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

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

At AIA , the following phases are currently offered across the five years of the MYP

	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Arabic French Turkish	Phases 1-2				
			Phases 2-3	Phases 3-4	Phases 3-4

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

Phase 4 rubrics are available upon request to teacher.

**Criterion A: Comprehending spoken and
visual text**

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
0	The student's work does not reach a standard described by any of the descriptors above.		
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: 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: 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

3-4	The student: i. identifies some basic facts, messages, main ideas and supporting details	The student: i. shows some understanding of messages, main ideas and supporting details	The student: i. shows some understanding of information, main ideas and supporting details,
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	<ul style="list-style-type: none"> ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	<ul style="list-style-type: none"> ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making some personal response to the text 	<p>and draws some conclusions</p> <ul style="list-style-type: none"> ii. has some awareness 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
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. shows considerable understanding of information, 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 response to the text based on personal experiences and opinions
7-8	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. has excellent awareness 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

Criterion B: Comprehending written and visual text

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> 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
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> 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
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects 	<p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, main ideas and supporting details, and draws conclusions ii. recognizes most basic conventions including 	<p>The student:</p> <ul style="list-style-type: none"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including

	<p>of format and style, and author's purpose for writing</p> <p>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</p>	<p>aspects of format and style, and author's purpose for writing</p> <p>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</p>	<p>aspects of format and style, and author's purpose for writing</p> <p>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</p>
7-8	<p>The student:</p> <p>i. clearly identifies basic facts, messages, main ideas and supporting details</p> <p>ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing</p> <p>iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text</p>	<p>The student:</p> <p>i. clearly identifies basic facts, main ideas and supporting details, and draws conclusions</p> <p>ii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing</p> <p>iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes, and by making a personal response to the text</p>	<p>The student:</p> <p>i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions</p> <p>ii. clearly recognizes basic conventions including aspects of format and style, and author's purpose for writing</p> <p>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</p>

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

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <p>i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of</p>	<p>The student:</p> <p>i. makes a limited attempt to respond to simple short phrases or basic information in spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in basic structured exchanges</p> <p>iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations</p>	<p>The student:</p> <p>i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate</p> <p>ii. interacts minimally in rehearsed and unrehearsed exchanges</p> <p>iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar</p>

	everyday topics		situations
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	iv. communicates with a limited sense of audience	iv. communicates with a limited sense of audience	iv. communicates with a limited sense of audience
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to simple short phrases and basic information in spoken, written and 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 	<p>The student:</p> <ul style="list-style-type: none"> i. responds to simple short phrases and some basic information in spoken, written and 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 	<p>The student:</p> <ul style="list-style-type: none"> i. responds to spoken, written and 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
5-6	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken, written and 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 	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken, written and 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 	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to spoken, written and 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

7-8	<p>The student:</p> <ul style="list-style-type: none">i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual textii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language	<p>The student:</p> <ul style="list-style-type: none">i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual textii. interacts confidently in basic structured exchanges	<p>The student:</p> <ul style="list-style-type: none">i. responds in detail and appropriately to spoken, written and visual textii. interacts confidently in rehearsed and unrehearsed exchanges
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	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	iii. uses phrases effectively to communicate ideas, feelings and information on a variety of aspects of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience	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
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Criterion D: Using language in spoken or written form

Achievement levels	Descriptors		
	Phase 1	Phase 2	Phase 3
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. has difficulty writing/speaking 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	The student: i. has difficulty writing/speaking 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	The student: i. has difficulty writing/speaking 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 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	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	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

	appropriately		
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	iii. uses language to suit the content to some degree	iii. uses language to suit the content to some degree	iii. uses language to suit the content to some degree
5-6	<p>The student:</p> <p>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</p> <p>ii. organizes basic information and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the content</p>	<p>The student:</p> <p>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</p> <p>ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the content</p>	<p>The student:</p> <p>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</p> <p>ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately</p> <p>iii. usually uses language to suit the content</p>
7-8	<p>The student:</p> <p>i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy</p> <p>ii. organizes basic information clearly and uses a range of basic cohesive devices accurately</p> <p>iii. uses language effectively to suit the content</p>	<p>The student:</p> <p>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</p> <p>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</p> <p>iii. uses language effectively to suit the content</p>	<p>The student:</p> <p>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</p> <p>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</p> <p>iii. uses language effectively to suit the content</p>

Criterion A: Analyzing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> 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, though this may not be consistent; uses some terminology iv. identifies few similarities and differences in features within and between texts 	<p>The student:</p> <ul style="list-style-type: none"> i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts ii. provides minimal identification and explanation of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between genres and texts 	<p>The student:</p> <ul style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences in features by making minimal connections across and within genres and texts

3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology 	<p>The student:</p> <ul style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology
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	iv. identifies some similarities and differences in features within and between texts	iv. interprets some similarities and differences in features within and between genres and texts	iv. evaluates some similarities and differences by making adequate connections in features across and within genres and 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	The student: i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples, and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts	The student: i. competently analyzes the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. competently analyzes the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and 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	The student: i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between	The student: i. provides perceptive analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. perceptively analyzes the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making

	texts	genres and texts	extensive connections in features across and within genres and texts
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Criterion B: Organizing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures, though these may not 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 	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention
3-4	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention
5-6	<p>The student:</p> <ul style="list-style-type: none"> 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 	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>The student:</p> <ul style="list-style-type: none"> i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention

7-8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively	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	ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way	ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
	iii. makes excellent use of referencing and formatting tools to create an effective presentation style	iii. makes excellent use of referencing and formatting tools to create an effective presentation style	iii. makes excellent use of referencing and formatting tools to create an effective presentation style

Criterion C: Producing text

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. produces text that demonstrates limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas 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	The student: i. produces text that demonstrates limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity, and minimal exploration of and critical reflection on new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas
3-4	The student: i. produces text that demonstrates adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas	The student: i. produces text that demonstrates adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity, and some exploration and	The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity, and some exploration of and critical reflection on new

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

		ideas with precision	ideas with precision
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Criterion D: Using language

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

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: <ol style="list-style-type: none"> 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 appropriate non-verbal communication techniques 		
3-4	The student: <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks competently 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: <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques 		

7-8

- The student:
- i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression
 - ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention
 - iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**
 - iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**
 - v. makes **effective** use of appropriate non-verbal communication techniques

Mathematics

Criterion A: Knowing and understanding

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

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

Criterion B: Investigating patterns

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		

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	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns
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3-4	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work	The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest relationships and/or general rules consistent with findings	The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest general rules consistent with findings
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	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. -describe patterns as relationships and/or general rules consistent with findings iii. verify these relationships and/or general rules	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. -describe patterns as general rules consistent with findings iii. verify the validity of these general rules
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	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. -describe patterns as relationships and/or general rules consistent with correct findings iii. verify and justify these relationships and/or general rules	The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. -describe patterns as general rules consistent with iii. prove or verify, and justify these general rules

Criterion C: Communicating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student is able to: i. use limited appropriate mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand	The student is able to: i. use limited appropriate mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to interpret

3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always clear iv. adequately organize information using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. use some appropriate mathematical language ii. use appropriate forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are complete iv. adequately organize information using a logical structure
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is usually organized using a logical structure

7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use different forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete, coherent and concise
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		v. present work that is consistently organized using a logical structure	v. present work that is consistently organized using a logical structure
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Criterion D: Applying mathematics in real-life contexts

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student is able to: i. identify some of the mathematical elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success	The student is able to: i. identify some of the mathematical elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success	The student is able to: i. identify some of the mathematical 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 mathematical 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	The student is able to: i. identify the relevant mathematical elements of the authentic real-life situation ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. describe whether the solution makes sense in the context of the authentic real-life situation	The student is able to: i. identify the relevant mathematical elements of the authentic real-life situation ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. discuss 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 mathematical 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	The student is able to: i. identify the relevant mathematical 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	The student is able to: i. identify the relevant mathematical 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

	<p>iv. describe the degree of accuracy of the solution</p> <p>v. state correctly whether the solution makes sense in the context of the authentic real-life situation</p>	<p>iv. describe the degree of accuracy of the solution</p> <p>v. discuss whether the solution makes sense in the context of the authentic real-life situation</p>	<p>iv. explain the degree of accuracy of the solution</p> <p>v. explain whether the solution makes sense in the context of the authentic real-life situation</p>
7-8	<p>The student is able to:</p> <p>i. identify the relevant mathematical elements of the authentic real-life situation</p> <p>- select adequate mathematical strategies to model the authentic real-life situation</p> <p>- apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <p>ii. explain the degree of accuracy of the solution</p> <p>iv. describe correctly whether the solution makes sense in the context of the authentic real-life situation</p>	<p>The student is able to:</p> <p>i. identify the relevant mathematical elements of the authentic real-life situation</p> <p>ii. -select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. -apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <p>iv. explain the degree of accuracy of the solution</p> <p>v. explain whether the solution makes sense in the context of the authentic real-life situation</p>	<p>The student is able to:</p> <p>i. identify the relevant mathematical elements of the authentic real-life situation</p> <p>ii. -select adequate mathematical strategies to model the authentic real-life situation</p> <p>iii. -apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation</p> <p>iv. justify the degree of accuracy of the solution</p> <p>v. justify whether the solution makes sense in the context of the authentic real-life situation</p>

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. recalls some physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology 	<p>The student:</p> <ul style="list-style-type: none"> i. recalls physical 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 	<p>The student:</p> <ul style="list-style-type: none"> i. states physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. recalls physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success 	<p>The student:</p> <ul style="list-style-type: none"> i. states physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding 	<p>The student:</p> <ul style="list-style-type: none"> i. outlines physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyze issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. states physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations 	<p>The student:</p> <ul style="list-style-type: none"> i. outlines physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations 	<p>The student:</p> <ul style="list-style-type: none"> i. identifies physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyze issues to solve problems set in familiar and unfamiliar situations
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	iii. applies physical and health terminology to communicate understanding	iii. applies physical and health terminology to communicate understanding	iii. applies physical and health terminology to consistently communicate understanding
7-8	The student: i. outlines physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding	The student: i. describes physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding	The student: i. explains physical health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyze complex issues to solve complex problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding

Criterion B: Planning for performance

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. states plans for improving health or physical activity ii. states the effectiveness of a plan	The student: i. outlines a plan for improving physical performance and health ii. states the effectiveness of a plan based on the outcome	The student: i. constructs and outlines a plan to improve physical performance or health ii. outlines the effectiveness of a plan based on the outcome
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	The student: i. constructs and outlines a plan for improving physical performance and health ii. outlines the effectiveness of a plan based on the outcome	The student: i. constructs and describes a plan to improve physical performance or health ii. explains 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	The student: i. constructs and explains a plan for improving physical performance and health ii. describes the effectiveness of a plan based on the	The student: i. designs and explains a plan to improve physical performance or health ii. analyzes the effectiveness of a plan based on the outcome

		outcome	
7-8	The student: i. constructs and outlines a plan for improving health	The student: i. designs and explains a plan for improving physical	The student: i. designs, explains and justifies a plan to improve

	or physical activity	performance and health	physical performance or health
	ii. describes the effectiveness of a plan based on the outcome	ii. explains the effectiveness of a plan based on the outcome	ii. analyzes and evaluates the effectiveness of a plan based on the outcome

Criterion C: Applying and performing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
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	The student: i. recalls and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. recalls information to perform
3-4	The student: i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform
5-6	The student: i. recalls and applies skills and techniques ii. recalls and applies strategies and movement concepts iii. applies information to perform effectively	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively	The student: i. demonstrates and applies a range skills and techniques ii. demonstrates and applies a range strategies and movement concepts iii. analyzes and applies information to perform

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts 	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates and applies a range of complex skills and techniques ii. demonstrates and applies a range of complex strategies and movement concepts
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	iii. recalls and applies information to perform effectively	iii. outlines and applies information to perform effectively	iii. applies information to perform effectively
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Criterion D: Reflecting and improving performance

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	The student: i. states a strategy to enhance interpersonal skills ii. states a goal to enhance performance i. describes performance	The student: i. identifies strategies that enhance interpersonal skills ii. lists goals to enhance performance i. summarizes performance	The student: i. identifies and demonstrates strategies that enhance interpersonal skills ii. identifies goals to enhance performance i. outlines and summarizes performance
3-4	The student: i. lists strategies to enhance interpersonal skills ii. states a goal and applies strategies to enhance performance summarizes performance	The student: i. identifies and demonstrates strategies that enhance interpersonal skills ii. identifies goals to enhance performance outlines and summarizes performance	The student: i. outlines and demonstrates strategies that enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance describes and 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	The student: i. outlines and demonstrates strategies that enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. outlines and evaluates performance	The student: i. describes and demonstrates strategies that enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance
7-8	The student: ii. identifies and demonstrates strategies to enhance interpersonal skills iii. identifies goals and applies strategies to enhance performance iii. describes and summarizes performance	The student: ii. describes and demonstrates strategies that enhance interpersonal skills iii. outlines goals and applies strategies to enhance performance iii. explains and evaluates performance	The student: ii. explains and demonstrates strategies that enhance interpersonal skills iii. develops goals and applies strategies to enhance performance iii. analyzes and evaluates performance

Criterion A: Knowing and understanding

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
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	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	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. interpret information to make judgments
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	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	The student is able to: i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. interpret information to make scientifically supported 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	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	The student is able to: i. describe 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. analyze 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	The student is able to: i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyze information to make scientifically supported judgments	The student is able to: i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyze and evaluate information to make scientifically supported

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Criterion B: Inquiring and designing

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation, with limited success ii. state a testable hypothesis iii. state the variables iv. design a method, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis iii. outline the variables iv. design a method, with limited success
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design safe method in which he or she selects materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. formulate a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how relevant data will be collected iv. design safe method in which he or she selects materials and equipment
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain a problem or question to be tested by a scientific investigation ii. formulate and explain a testable hypothesis using

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	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	scientific reasoning iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment	correct scientific reasoning iii. explain how to manipulate the variables, and explain 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
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Criterion C: Processing and evaluating

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
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	The student is able to: i. collect and present data in numerical and/or visual forms ii. accurately interpret data iii. state the validity of a hypothesis with limited reference to a scientific investigation iv. state the validity of the method with limited reference to a scientific investigation v. state limited improvements or extensions to the method	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 hypothesis based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method
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 student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and describe results iii. state the validity of a hypothesis based on the outcome of a scientific investigation iv. state the validity of the method based on	The student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and explain results iii. outline the validity of a hypothesis based on the outcome of a scientific investigation iv. outline the validity of the method based on

	the outcome of a scientific	the outcome of a scientific	the outcome of a scientific
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	<p>investigation</p> <p>v. state improvements or extensions to the method that would benefit the scientific investigation</p>	<p>investigation</p> <p>v. state improvements or extensions to the method that would benefit the scientific investigation</p>	<p>investigation</p> <p>v. outline improvements or extensions to the method that would benefit the scientific investigation</p>
5-6	<p>The student is able to:</p> <p>i. correctly collect, organize, and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and outline results using scientific reasoning</p> <p>iii. outline the validity of a prediction based on the outcome of a scientific investigation</p> <p>iv. outline the validity of the method based on the outcome of a scientific investigation</p> <p>v. outline improvements or extensions to the method that would benefit the scientific investigation</p>	<p>The student is able to:</p> <p>i. correctly collect, organize, and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and describe results using scientific reasoning</p> <p>iii. outline the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. outline the validity of the method based on the outcome of a scientific investigation</p> <p>v. outline improvements or extensions to the method that would benefit the scientific investigation</p>	<p>The student is able to:</p> <p>i. correctly collect, organize and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and explain results using scientific reasoning</p> <p>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. discuss the validity of the method based on the outcome of a scientific investigation</p> <p>v. describe improvements or extensions to the method that would benefit the scientific investigation</p>
7-8	<p>The student is able to:</p> <p>i. correctly collect, organize, transform and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and outline results using correct scientific reasoning</p> <p>iii. discuss the validity of a prediction based on the outcome of a scientific investigation</p> <p>iv. discuss the validity of the method based on the outcome of a scientific investigation</p> <p>v. describe improvements or extensions to the method that would benefit the scientific investigation</p>	<p>The student is able to:</p> <p>i. correctly collect, organize, transform and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and describe results using correct scientific reasoning</p> <p>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. discuss the validity of the method based on the outcome of a scientific investigation</p> <p>v. describe improvements or extensions to the method that would benefit the scientific investigation</p>	<p>The student is able to:</p> <p>i. correctly collect, organize, transform and present data in numerical and/or visual forms</p> <p>ii. accurately interpret data and explain results using correct scientific reasoning</p> <p>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</p> <p>iv. evaluate the validity of the method based on the outcome of a scientific investigation</p> <p>v. explain improvements or extensions to the method that would benefit the scientific investigation</p>

Criterion D: Reflecting on the impacts of science

Achievement levels	Descriptors		
	MYP 1	MYP 2-3	MYP 4-5
0	The student's work does not reach a standard described by any of the descriptors above.		
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state the ways in which science is used to address a specific problem or issue, with limited success ii. state the implications of using science to solve a specific problem or issue, interacting with a factor, with limited success iii. apply scientific language to communicate understanding, with limited success iv. document sources, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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, but does so with limited success iv. document sources, with limited success 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline the ways in which science is used to address a specific problem or issue ii. outline the ways in which science is used to address a specific problem or issue iii. sometimes apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline the ways in which science is used to address a specific problem or issue ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding iv. sometimes document sources correctly 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding iv. sometimes document sources correctly

5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely
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	iv. usually document sources correctly	iv. usually document sources correctly	iv. usually document sources correctly
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyze 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 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate 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

Personal Project

The Form 5 Personal Project is an independent course of study involving research and reflection, and results in the creation of a product or outcome which demonstrates a learning goal chosen by each student. A “Global Context” must be chosen to focus the project.

For more information about the Form 5 Personal Project, please see the “Personal Project Student Handbook.”

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

**Personal Project Criteria
Rubrics Criterion A:
Investigating**

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

Criterion B: Planning

Achievement Level	Level Descriptor
0	i. The student has not reached a standard described by any of the descriptors given above.
1-2	The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the process of the project iii. demonstrate limited self-management skills
3-4	The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills
5-6	The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills
7-8	The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills

Criterion C: Taking action

Achievement Level	Level Descriptor
0	i. The student has not reached a standard described by any of the descriptors given above.
1-2	The student is able to: i. create a limited product/outcome in response to the goal, global context and criteria (specifications) ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills
5-6	The student is able to: i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills
7-8	The student is able to: i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills

Criterion D: Reflecting

Achievement Level	Level Descriptor
0	i. The student has not reached a standard described by any of the descriptors given above

1-2	The student is able to: <ul style="list-style-type: none">i. present a limited evaluation of the quality of the product/ outcome against his or her criteria (specifications)ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. present limited reflection on his or her development as an IB learner through the project
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<p>3-4</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a basic evaluation of the quality of the product/outcome against his or her criteria (specifications) ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project
<p>5-6</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the product/outcome against his or her criteria (specifications) ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project
<p>7-8</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the product/outcome against his or her criteria (specifications) ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project

Objectives

The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units at the end of the programme in year 5, year 3 and year 1.

These objectives support the development of the ATL skills.

A Disciplinary grounding

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand concepts and skills of the selected disciplines—as framed in subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding.

At the end of the programme, students should be able to:

- demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

B Synthesizing

Through the development of holistic learning students will integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products.

At the end of the programme, students should be able to:

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

C Communicating

Interdisciplinary learning helps to prepare students for communicating understandings across areas of expertise. By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries. Students develop the capacity to communicate effectively and responsibly with a range of audiences.

At the end of the programme, students should be able to:

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions.

D Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries.

At the end of the programme, students should be able to:

- reflect on the development of their own interdisciplinary understanding
 benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in
 specific situations.
- evaluate the b

Descriptors		
MYP 1 Student should be able to:	MYP 2-3 Student should be able to	MYP 4-5 Student should be able to
A: Disciplinary grounding		
<ul style="list-style-type: none"> • demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge. 	<ul style="list-style-type: none"> • demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge. 	<ul style="list-style-type: none"> • demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.
B: Synthesising		
<ul style="list-style-type: none"> • synthesize disciplinary knowledge to demonstrate interdisciplinary understanding. 	<ul style="list-style-type: none"> • synthesize disciplinary knowledge to demonstrate interdisciplinary understanding. 	<ul style="list-style-type: none"> • synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.
C: Communicating		
<ul style="list-style-type: none"> • use appropriate strategies to communicate interdisciplinary understanding effectively ○ list sources. 	<ul style="list-style-type: none"> • use appropriate strategies to communicate interdisciplinary understanding effectively • document sources. 	<ul style="list-style-type: none"> ○ use appropriate strategies to communicate interdisciplinary understanding effectively ○ document sources using recognized conventions.
D: Reflecting		
<ul style="list-style-type: none"> • evaluate strengths and limitations of the interdisciplinary learning process ○ describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations. 	<ul style="list-style-type: none"> ○ reflect on themselves as disciplinary and interdisciplinary learners ○ explain the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations. 	<ul style="list-style-type: none"> ○ reflect on the development of their own interdisciplinary understanding ○ evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

APPENDIX 2: Sample of MYP reporting

APPENDIX 3 : Assessment Coversh

Australian International Academy Melbourne Senior Campus

Middle Years Unit Cover Sheet

MYP _____ Year _____ Due Date _____

Subject _____ Unit: _____

_____ Student name _____ Teacher name and email _____

Statement of Inquiry

Key Concept/s	Related Concept/s	Global Context

Student Confirmation

Academic Honesty:

I _____, hereby certify that this is an original piece of work. It has been completed to the best of my ability and I have not copied or submitted work of others. All sources have been properly referenced. I understand that penalties apply for plagiarism.

Submission date:	Signed _____ <small>(insert name if submitting electronically)</small>

Student Reflection	Limited			Outstanding
	1	2	3	4
This is my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used my time effectively to complete this task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took notice of the criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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