

MYP Year 1 Assessment criteria

Arts Rubrics.....	p. 2-5
<i>(both visual and performing arts)</i>	
Design Rubrics.....	p. 6-9
Individuals & Societies Rubrics.....	p. 10-13
Language Acquisition Rubrics.....	p. 14-17
Language and Literature Rubrics.....	p. 18-21
Mathematics Rubrics.....	p. 22-25
Physical & Health Education Rubrics.....	p. 26-29
Sciences Rubrics.....	p. 30-33

Arts: MYP Year 1

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

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

Arts: MYP Year 1

Criterion B: Developing skills (Maximum: 8)

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

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

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

Arts: MYP Year 1

Criterion C: Thinking creatively (Maximum: 8)

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

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas.

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

Arts: MYP Year 1

Criterion D: Responding (Maximum: 8)

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

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of artwork.

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

Design: MYP Year 1

Criterion A: Inquiring and analyzing (Maximum: 8)

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

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of one existing product that inspires a solution to the problem
- iv. present the main findings of relevant research.

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

Design: MYP Year 1

Criterion B: Developing ideas (Maximum: 8)

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

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

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

Design: MYP Year 1

Criterion C: Creating the solution (Maximum: 8)

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

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

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

Design: MYP Year 1

Criterion D: Evaluating (Maximum: 8)

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

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

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

Individuals and Societies: MYP Year 1

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. recognizes some vocabularyii. demonstrates basic knowledge and understanding of content
3–4	The student: <ol style="list-style-type: none">i. uses some vocabularyii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5–6	The student: <ol style="list-style-type: none">i. uses considerable relevant vocabulary, often accuratelyii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none">i. consistently uses relevant vocabulary accuratelyii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

Individuals and Societies: MYP Year 1

Criterion B: Investigating (Maximum: 8)

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

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

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

Individuals and Societies: MYP Year 1

Criterion C: Communicating (Maximum: 8)

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

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions

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

Individuals and Societies: MYP Year 1

Criterion D: Thinking critically (Maximum: 8)

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

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views
3–4	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. 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
5–6	The student: 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.
7–8	The student: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications

Language Acquisition Phase 2

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

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. identifies minimal basic facts, messages, main ideas and supporting detailsii. has limited awareness of basic conventionsiii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none">i. identifies some basic facts, messages, main ideas and supporting detailsii. has some awareness of basic conventionsiii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none">i. identifies most basic facts, messages, main ideas and supporting detailsii. has considerable awareness of basic conventionsiii. 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 shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ol style="list-style-type: none">i. clearly identifies basic facts, messages, main ideas and supporting detailsii. has excellent awareness of basic conventionsiii. 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 shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Language Acquisition Phase 2

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

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> 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 shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> 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 shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ol style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Language Acquisition Phase 2

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

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

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience.
3–4	The student: <ol 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.
5–6	The student: <ol 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.
7–8	The student: <ol style="list-style-type: none"> i. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience.

Language Acquisition Phase 2

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

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

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

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

Language and Literature: MYP Year 1

Criterion A: Analyzing (Maximum: 8)

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

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts.
3–4	The student: <ol 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 iv. identifies some similarities and differences in features within and between texts.
5–6	The student: <ol style="list-style-type: none"> 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 across and within and between texts.
7–8	The student: <ol style="list-style-type: none"> i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts.

Language and Literature: MYP Year 1

Criterion B: Organizing (Maximum: 8)

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

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

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

Language and Literature: MYP Year 1

Criterion C: Producing text (Maximum: 8)

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

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

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

Language and Literature: MYP Year 1

Criterion D: Using Language (Maximum: 8)

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

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

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	The student: <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 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: <ol style="list-style-type: none"> 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: MYP Year 1

Criterion A: Knowing and understanding (Maximum: 8)

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

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

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. select appropriate mathematics when solving simple problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these 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 situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these 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 situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these 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 situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.

Mathematics: MYP Year 1

Criterion B: Investigating patterns (Maximum: 8)

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

- i. **apply** mathematical problem-solving techniques to recognize patterns
- ii. **describe** patterns as relationships or general rules consistent with correct findings
- iii. **verify** whether the pattern works for other examples.

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

Mathematics: MYP Year 1

Criterion C: Communicating (Maximum: 8)

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

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

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

Mathematics: MYP Year 1

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

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

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

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

Physical and Health Education: MYP Year 1

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. outline physical health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding.

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

Physical and Health Education: MYP Year 1

Criterion B: Planning for performance (Maximum: 8)

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

- i. construct and outline a plan for improving health or physical activity
- ii. describe the effectiveness of a plan based on the outcome.

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

Physical and Health Education: MYP Year 1

Criterion C: Applying and performing (Maximum: 8)

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

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

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

Physical and Health Education: MYP Year 1

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

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

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. identify goals and apply strategies to enhance performance
- iii. describe and summarize performance.

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

Sciences: MYP Year 1

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments.

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

Sciences: MYP Year 1

Criterion B: Inquiring and designing (Maximum: 8)

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

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations.

Achievement level	Achievement level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. select a problem or question to be tested by a scientific investigationii. select a testable predictioniii. state a variableiv. design a method with limited success.
3–4	The student is able to: <ol style="list-style-type: none">i. state a problem or question to be tested by a scientific investigationii. state a testable predictioniii. state how to manipulate the variables, and state how data will be collectediv. design a safe method in which he or she selects materials and equipment.
5–6	The student is able to: <ol style="list-style-type: none">i. state a problem or question to be tested by a scientific investigationii. outline a testable predictioniii. outline how to manipulate the variables, and state how relevant data will be collectediv. design a complete and safe method in which he or she selects appropriate materials and equipment.
7–8	The student is able to: <ol style="list-style-type: none">i. outline a problem or question to be tested by a scientific investigationii. outline a testable prediction using scientific reasoningiii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collectediv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Sciences: MYP Year 1

Criterion C: Processing and evaluating (Maximum: 8)

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

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

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

Sciences: MYP Year 1

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

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

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

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