

MYP assessment criteria

Year 4 and Year 5

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Arts: MYP Years 4-5

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating 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. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and 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 | The student: i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and 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 knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology 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. |
| 7–8 | The student: 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. |

Arts: MYP Years 4-5

Criterion B: Developing skills (Maximum: 8)

At the end of year 5, 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 Years 4-5

Criterion C: Thinking creatively (Maximum: 8)

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

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviors
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

| 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. 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. 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 to shape artistic intention through to a point of realization. |
| 5–6 | 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. 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. |

Arts: MYP Year 5

Criterion D: Responding (Maximum: 8)

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

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

| 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. 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 iii. presents a limited critique of the artwork of self and others. |
| 3–4 | The student: 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 | The student: 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 | The student: 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: MYP Year 5

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis 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: <ol 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 | The student: <ol 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 primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses one existing product that inspires a solution to the problem iv. develops a design brief, which outlines the analysis of relevant research. |
| 5–6 | The student: <ol 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 primary and secondary research needed to develop a solution to the problem, with some guidance iii. analyses 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 | The student: <ol 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. analyses 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. |

Design: MYP Year 5

Criterion B: Developing ideas (Maximum: 8)

Students develop a solution. At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of 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: <ol style="list-style-type: none">i. lists some basic design specifications for the design of a solutionii. presents one design, which can be interpreted by othersiii. creates incomplete planning drawings/diagrams. |
| 3–4 | The student: <ol style="list-style-type: none">i. lists some design specifications, which relate to the success criteria for the design of a solutionii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by othersiii. justifies the selection of the chosen design with reference to the design specificationiv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution. |
| 5–6 | The student: <ol style="list-style-type: none">i. develops design specifications, which outline the success criteria for the design of a solutionii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by othersiii. presents the chosen design and justifies its selection with reference to the design specificationiv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution. |
| 7–8 | The student: <ol 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 researchii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by othersiii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specificationiv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution. |

Criterion C: Creating the solution (Maximum: 8)

Students create a solution. At the end of year 5, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. constructs a plan that contains some production details, resulting in peers having difficulty following the 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 | The student: <ol 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 iii. creates the solution, which functions as intended and is presented appropriately iv. describes changes made to the chosen design and plan when making the solution. |
| 7–8 | The student: <ol style="list-style-type: none"> 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 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. fully justifies changes made to the chosen design and plan when making the solution. |

Criterion D: Evaluating (Maximum: 8)

Students evaluate the solution. At the end of year 5, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain 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. designs 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. 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 iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience. |
| 5–6 | The student: 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 | The student: 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 product on the client/target audience. |

Individuals and Societies: MYP Years 4-5

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed 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: 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 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 a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8 | The student: i. consistently uses a range of terminology accurately ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. consistently uses relevant vocabulary accurately |

Individuals and Societies: MYP Year 4-5

Criterion B: Investigating (Maximum: 8)

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

- i. formulate/choose a clear and focused research question
- ii. formulate and follow an action plan to explore a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance

| 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. formulates a research question that is clear or and describes its relevance ii. formulates a limited action plan 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 | The student: <ol style="list-style-type: none"> i. formulates/chooses 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 methods to collect and record mostly relevant information iv. evaluates some aspects on the research process and results of the investigation |
| 5–6 | The student: <ol style="list-style-type: none"> i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and follows a partial action plan to investigate a research question iii. uses method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation |
| 7–8 | The student: <ol style="list-style-type: none"> i. formulates/chooses 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 methods to collect and record appropriate, varied relevant information iv. thoroughly evaluates the investigation process and results |

Individuals and Societies: MYP Years 4-5

Criterion C: Communicating (Maximum: 8)

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

- i. communicate information and ideas effectively using appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

| 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 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 | The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose 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 | The student: 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 audience and purpose iii. often documents sources of information using a recognized convention |
| 7–8 | The student: 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 |

Individuals and Societies: MYP Years 4-5

Criterion D: Thinking critically (Maximum: 8)

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

- i. discuss concepts, issues, models, visual representation and/or theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives 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: <ol style="list-style-type: none">i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited wayii. begins to identify connections between information to make simple argumentsiii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/dataiv. identifies different perspectives |
| 3–4 | The student: <ol style="list-style-type: none">i. analyses concepts, issues, models, visual representation and/or theoriesii. summarizes information to make argumentsiii. analyses and/or evaluates sources /data in terms of origin and purpose, recognizing some values and limitationsiv. interprets different perspectives and some of their implications |
| 5–6 | The student: <ol style="list-style-type: none">i. discuss concepts, issues, models, visual representation and/or theoriesii. synthesizes information to make valid argumentsiii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitationsiv. interprets different perspectives and their implications. |
| 7–8 | The student: <ol style="list-style-type: none">i. completes a detailed discussion of concepts, issues, models, visual representation and/or theoriesii. synthesizes information to make valid, well-supported argumentsiii. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitationsiv. thoroughly interprets a range of different perspectives and their implications. |

Language Acquisition Phase 5

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

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

| Achievement level | 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. 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. <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. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. has some understanding of conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <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. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. has considerable understanding of conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <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. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. has excellent understanding of conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Language Acquisition Phase 5

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

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

| Achievement level | 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. 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. <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. 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. <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. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <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. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p> |

Language Acquisition Phase 5

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

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

- i. respond appropriately to spoken, written and visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

| Achievement level | 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 spoken, written and visual text; responses are often inappropriate ii. interacts minimally in rehearsed and unrehearsed exchanges iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations iv. communicates with a limited sense of audience and purpose. |
| 3–4 | The student: <ol 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 and purpose. |
| 5–6 | The student: <ol 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 and purpose. |
| 7–8 | The student: <ol style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose. |

Language Acquisition Phase 5

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

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

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

| Achievement level | 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 information and ideas, 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 information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree. |
| 5–6 | The student: <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 information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context. |
| 7–8 | The student: <ol style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context. |

Language and Literature: MYP Years 4-5

Criterion A: Analyzing (Maximum: 8)

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

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and 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 limited analysis of the content, context, language, structure, technique and style of text(s) and the 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 by making minimal connections in features across and within genres and texts. |
| 3–4 | The student: <ol 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 iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts. |
| 5–6 | The student: <ol style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses 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: <ol style="list-style-type: none"> i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses 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 extensive connections in features across and within genres and texts. |

Language and Literature: MYP Years 4-5

Criterion B: Organizing (Maximum: 8)

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

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and 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 coherence and 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 coherence and 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 coherent and 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 sustained, coherent and 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 Years 4-5

Criterion C: Producing text (Maximum: 8)

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

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on 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 develop 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas. |
| 5–6 | The student: <ol 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 | The student: <ol 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. |

Language and Literature: MYP Years 4-5

Criterion D: Using language (Maximum: 8)

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

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- 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 Years 4-5

Criterion A: Knowing and understanding (Maximum: 8)

At the end of year 5, 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: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly. |
| 3–4 | The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly. |
| 5–6 | The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly. |
| 7–8 | The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly. |

Mathematics: MYP Years 4-5

Criterion C: Communicating (Maximum: 8)

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

- i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- ii. **describe** patterns as general rules consistent with findings
- iii. **prove**, or **verify** and **justify**, general rules

| 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 discover simple patterns ii. state predictions consistent with patterns. |
| 3–4 | The student is able to: i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest general rules consistent with findings. |
| 5–6 | The student is able to: i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as 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 discover complex patterns ii. describe patterns as general rules consistent with correct findings iii. prove , or verify and justify , these general rules. |

Mathematics: MYP Years 4-5

Criterion C: Communicating (Maximum: 8)

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

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. **use** appropriate forms of mathematical representation
- iii. move between different forms of mathematical representation
- iv. **communicate** complete, coherent, and concise mathematical lines of reasoning
- v. **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 interpret. |
| 3–4 | The student is able to: i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are complete iv. adequately organize information using a logical structure. |
| 5–6 | The student is able to: 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 | The student is able to: 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 v. present work that is consistently organized using a logical structure. |

Mathematics: MYP Years 4-5

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

At the end of year 3, 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. **justify** the degree of accuracy of a solution
- v. **justify** 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. 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 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. explain the degree of accuracy of the solution v. explain whether the solution makes sense in the context of the authentic real-life situation. |
| 7–8 | The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select appropriate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. justify the degree of accuracy of the solution v. justify whether the solution makes sense in the context of the authentic real-life situation. |

Physical and Health Education: MYP 4-5

Criterion C: Applying and performing (Maximum: 8)

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

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively 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. states physical and 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 | The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding. |
| 5–6 | The student: i. identifies physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding. |
| 7–8 | The student: i. explains physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding. |

Physical and Health Education: MYP 4-5

Criterion C: Applying and performing (Maximum: 8)

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

- i. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate 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: <ol style="list-style-type: none">i. constructs and outlines a plan to improve physical performance or healthii. outlines the effectiveness of a plan based on the outcome. |
| 3–4 | The student: <ol style="list-style-type: none">i. constructs and describes a plan to improve physical performance or healthii. explains the effectiveness of a plan based on the outcome. |
| 5–6 | The student: <ol style="list-style-type: none">i. designs and explains a plan to improve physical performance or healthii. analyses the effectiveness of a plan based on the outcome. |
| 7–8 | The student: <ol style="list-style-type: none">i. designs, explains and justifies a plan to improve physical performance or healthii. analyses and evaluates the effectiveness of a plan based on the outcome. |

Physical and Health Education: MYP 4-5

Criterion C: Applying and performing (Maximum: 8)

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

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse 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: <ol style="list-style-type: none">i. demonstrates and applies skills and techniques with limited successii. demonstrates and applies strategies and movement concepts with limited successiii. recalls information to perform. |
| 3–4 | The student: <ol style="list-style-type: none">i. demonstrates and applies skills and techniquesii. demonstrates and applies strategies and movement conceptsiii. identifies and applies information to perform. |
| 5–6 | The student: <ol style="list-style-type: none">i. demonstrates and applies a range of skills and techniquesii. demonstrates and applies a range of strategies and movement conceptsiii. analyses and applies information to perform. |
| 7–8 | The student: <ol style="list-style-type: none">i. demonstrates and applies a range of complex skills and techniquesii. demonstrates and applies a range of complex strategies and movement conceptsiii. analyses and applies information to perform effectively. |

Sciences: MYP Years 4-5

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate 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. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance. |
| 3–4 | The student: i. outlines and demonstrates strategies to enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. describes and summarizes performance. |
| 5–6 | The student: i. describes and demonstrates strategies to enhance interpersonal skills ii. explains goals and applies strategies to enhance performance iii. explains and evaluates performance. |
| 7–8 | The student: i. explains and demonstrates strategies to enhance interpersonal skills ii. develops goals and applies strategies to enhance performance iii. analyzes and evaluates performance. |

Sciences: MYP Years 4-5

Criterion A: Knowing and understanding (Maximum: 8)

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

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate 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. 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. outline 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. 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. analyse information to make scientifically supported judgments . |
| 7–8 | 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. analyse and evaluate information to make scientifically supported judgments . |

Sciences: MYP Years 4-5

Criterion B: Inquiring and designing (Maximum: 8)

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

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain 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. 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 | The student is able to: <ol 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 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. 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 | The student is able to: <ol 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 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. |

Sciences: MYP Years 4-5

Criterion C: Processing and evaluating (Maximum: 8)

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

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain 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 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: <ol style="list-style-type: none"> 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 investigation v. outline 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 explain results using scientific reasoning iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions to the method that would benefit the scientific investigation. |
| 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 explain results using correct scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation iv. evaluate the validity of the method based on the outcome of a scientific investigation v. explain improvements or extensions to the method that would benefit the scientific investigation. |

Sciences: MYP Years 4-5

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

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

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of using science and its application to solve 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: <ol 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. apply scientific language to communicate understanding but does so with limited success iv. document sources, with limited success. |
| 3–4 | The student is able to: <ol 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 | The student is able to: <ol 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 iv. usually document sources correctly. |
| 7–8 | The student is able to: <ol 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. |