

# MYP Year 1 Assessment criteria

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## 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 <b>limited</b> awareness of the art form studied, including <b>limited</b> use of appropriate language ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates <b>adequate</b> awareness of the art form studied, including <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.
5–6	The student: i. demonstrates <b>substantial</b> awareness of the art form studied, including <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.
7–8	The student: i. demonstrates <b>excellent</b> awareness of the art form studied, including <b>excellent</b> use of appropriate language ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context iii. demonstrates <b>excellent</b> 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 <b>limited</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied ii. demonstrates <b>excellent</b> 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 <b>limited</b> artistic intention ii. identifies <b>limited</b> alternatives and perspectives iii. demonstrates <b>limited</b> exploration of ideas.
3–4	The student: i. identifies an <b>adequate</b> artistic intention ii. identifies <b>adequate</b> alternatives and perspectives iii. demonstrates <b>adequate</b> exploration of ideas.
5–6	The student: i. identifies a <b>substantial</b> artistic intention ii. identifies <b>substantial</b> alternatives and perspectives iii. demonstrates <b>substantial</b> exploration of ideas.
7–8	The student: i. identifies an <b>excellent</b> artistic intention ii. identifies <b>excellent</b> alternatives and perspectives iii. demonstrates <b>excellent</b> 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 <b>limited</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>limited</b> recognition that the world contains inspiration or influence for art iii. presents a <b>limited</b> evaluation of certain elements of artwork.
3–4	The student: i. identifies <b>adequate</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>adequate</b> recognition that the world contains inspiration or influence for art iii. presents an <b>adequate</b> evaluation of certain elements of artwork.
5–6	The student: i. identifies <b>substantial</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>substantial</b> recognition that the world contains inspiration or influence for art iii. presents a <b>substantial</b> evaluation of certain elements of artwork.
7–8	The student: i. identifies <b>excellent</b> connections between art forms, art and context, or art and prior learning ii. demonstrates <b>excellent</b> recognition that the world contains inspiration or influence for art iii. presents an <b>excellent</b> 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. <b>states</b> the need for a solution to a problem ii. <b>states</b> the findings of research.
3–4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states some</b> points of research needed to <b>develop</b> a solution, <b>with some guidance</b> iii. <b>states</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines some of</b> the main findings of research.
5–6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>states and prioritizes</b> the main points of research needed to develop a solution to the problem, <b>with some guidance</b> iii. <b>outlines</b> the main features of an existing product that inspires a solution to the problem iv. <b>outlines</b> the main findings of relevant research.
7–8	The student: i. <b>explains and justifies</b> the need for a solution to a problem ii. <b>states and prioritizes</b> the main points of research needed to <b>develop</b> a solution to the problem, <b>with minimal guidance</b> iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem iv. <b>presents</b> 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. <b>presents one</b> design idea, which can be interpreted by others iii. <b>creates</b> an incomplete planning drawing/diagram.
3–4	The student: i. <b>states a few</b> success criteria for the solution ii. <b>presents more than one</b> design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. <b>states</b> the key features of the chosen design iv. <b>creates</b> a planning drawing/diagram or <b>lists</b> requirements for the creation of the chosen solution.
5–6	The student: i. <b>develops a few</b> success criteria for the solution ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. <b>presents</b> the chosen design <b>stating</b> the key features iv. <b>creates</b> a planning drawing/diagram and <b>lists</b> the main details for the creation of the chosen solution.
7–8	The student: i. <b>develops a list of</b> success criteria for the solution ii. <b>presents</b> feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. <b>presents</b> the chosen design <b>describing</b> the key features iv. <b>creates</b> a planning drawing/diagram, which <b>outlines</b> 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 <b>student</b> : i. <b>demonstrates minimal</b> technical skills when making the solution ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b> .
3–4	The student: i. <b>lists</b> the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. <b>demonstrates satisfactory</b> technical skills when making the solution iii. creates the solution, which <b>partially</b> functions and is <b>adequately</b> presented iv. <b>states one change</b> made to the chosen design <b>or</b> plan when making the solution.
5–6	The student: i. <b>lists</b> the steps in a plan, which <b>considers</b> time and resources, resulting in peers being able to follow the plan to create the solution ii. <b>demonstrates competent</b> technical skills when making the solution iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b> iv. <b>states one change</b> made to the chosen design <b>and</b> plan when making the solution.
7–8	The student: i. <b>outlines</b> a plan, which <b>considers</b> the use of resources and time, sufficient for peers to be able to follow to create the solution ii. <b>demonstrates excellent</b> technical skills when making the solution iii. follows the plan to <b>create</b> the solution, which functions as <b>intended</b> and is presented <b>appropriately</b> iv. <b>lists the changes</b> 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. <b>defines</b> a testing method, which is used to measure the success of the solution ii. <b>states</b> the success of the solution.
3–4	The student: i. <b>defines</b> a <b>relevant</b> testing <b>method</b> , which generates data, to measure the success of the solution ii. <b>states</b> the success of the solution against the design specification based on the results of <b>one relevant</b> test iii. <b>states one way</b> in which the solution could be improved iv. <b>states one way</b> in which the solution can impact the client/target audience.
5–6	The student: i. <b>defines relevant</b> testing <b>methods</b> , which generate data, to measure the success of the solution ii. <b>states</b> the success of the solution against the design specification based on <b>relevant</b> product testing iii. <b>outlines one way</b> in which the solution could be improved iv. <b>outlines</b> the impact of the solution on the client/target audience, <b>with guidance</b> .
7–8	The student: i. <b>outlines simple, relevant</b> testing methods, which generate data, to measure the success of the solution ii. <b>outlines</b> the success of the solution against the design specification based on <b>authentic</b> product testing iii. <b>outlines</b> how the solution could be improved iv. <b>outlines</b> 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"><li>i. <b>recognizes some</b> vocabulary</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>uses some</b> vocabulary</li><li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>consistently</b> uses <b>relevant</b> vocabulary <b>accurately</b></li><li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li></ol>

## 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. <b>identifies</b> a research question ii. follows an action plan in a <b>limited way</b> to explore a research question iii. <b>collects</b> and <b>records</b> information, to a <b>limited extent</b> iv. <b>with guidance</b> , reflects on the research process and results, to a <b>limited extent</b> .
3–4	The student: i. <b>describes</b> the choice of a research question ii. <b>partially</b> follows an action plan to explore a research question iii. <b>uses</b> a method or methods to collect and record <b>some relevant</b> information iv. <b>with guidance</b> , reflects on the research process and results with <b>some</b> depth.
5–6	The student: i. <b>describes</b> the choice of a research question <b>in detail</b> ii. <b>mostly</b> follows an action plan to explore a research question iii. <b>uses</b> method(s) to collect and record <b>often relevant</b> information iv. <b>reflects</b> on the research process and results.
7–8	The student: i. <b>explains</b> the choice of a research question ii. <b>effectively</b> follows an action plan to explore a research question iii. <b>uses</b> methods to collect and record <b>consistently relevant</b> information iv. <b>thoroughly</b> 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 <b>not always</b> clear ii. organizes information and ideas <b>in a limited way</b> iii. <b>inconsistently</b> lists sources, not following the task instructions
3–4	The student: i. communicates information and ideas in a way that is <b>somewhat</b> clear ii. <b>somewhat</b> organizes information and ideas iii. lists sources in a way that <b>sometimes</b> follows the task instructions
5–6	The student: i. communicates information and ideas in a way that is <b>mostly</b> clear ii. <b>mostly</b> organizes information and ideas iii. lists sources in a way that <b>often</b> follows the task instructions.
7–8	The student: i. communicates information and ideas in a way that is <b>completely</b> clear ii. <b>completely</b> organizes information and ideas <b>effectively</b> iii. lists sources in a way that <b>always</b> 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 <b>to a limited extent</b> ii. uses information to give <b>limited</b> opinions iii. identifies the origin and purpose of <b>limited</b> sources/data iv. identifies <b>some</b> different views
3–4	The student: i. identifies <b>some</b> main points of ideas, events, visual representation or arguments ii. uses information to give <b>adequate</b> opinions iii. <b>identifies</b> the origin and purpose of sources/data iv. identifies <b>some</b> different views and suggests <b>some</b> of their implications
5–6	The student: i. <b>identifies</b> the main points of ideas, events, visual representation or arguments ii. uses information to give <b>substantial</b> opinions iii. identifies the origin and purpose of a <b>range</b> of sources/data iv. identifies different views and <b>most</b> of their implications.
7–8	The student: i. identifies <b>in detail</b> the main points of ideas, events, visual representation or arguments ii. uses information to give <b>detailed</b> opinions iii. <b>consistently</b> identifies and <b>analyses a range</b> of sources/data in terms of origin and purpose iv. <b>consistently</b> 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"><li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>limited</b> awareness of basic conventions</li><li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li></ol> <p>The student shows <b>limited</b> 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"><li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>some</b> awareness of basic conventions</li><li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li></ol> <p>The student shows <b>some</b> 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"><li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li><li>ii. has <b>considerable</b> awareness of basic conventions</li><li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li></ol> <p>The student shows <b>considerable</b> 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"><li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li><li>ii. has <b>excellent</b> awareness of basic conventions</li><li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li></ol> <p>The student shows <b>thorough</b> 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"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> 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"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ol> <p>The student shows <b>some</b> 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"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> 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"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>thorough</b> 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"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li> <li>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on a <b>variety</b> of aspects of everyday topics</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ol>



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

## 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"> <li>i. provides <b>minimal</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>minimal</b> identification and comment upon the creator's choices</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>adequate</b> identification and comment upon the creator's choices</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b>.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>substantial</b> identification and comment upon the creator's choices</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>describes some</b> similarities and differences in features across and <b>within and between texts</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>perceptive</b> identification and comment upon the creator's choices</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>compares and contrasts</b> features <b>within and between texts</b>.</li> </ol>

## 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"><li>i. makes <b>minimal</b> use of organizational structures, though these may not always serve the context and intention</li><li>ii. organizes opinions and ideas with a <b>minimal degree of logic</b></li><li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas with <b>some degree of logic</b></li><li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas in a <b>logical</b> manner, with ideas building on each other</li><li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li><li>ii. <b>effectively</b> organizes opinions and ideas in a logical manner with ideas building on each other in a <b>sophisticated</b> way</li><li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li></ol>

## 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: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought or imagination and <b>minimal</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to support ideas.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> thought or imagination and <b>some</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>some</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to support ideas.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought or imagination and <b>substantial</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to support ideas.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought or imagination and <b>perceptive</b> exploration of new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to support ideas.</li> </ol>

## 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"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ol>

## 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"><li>i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations</li><li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li><li>iii. generally <b>solve</b> these problems correctly.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations</li><li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li><li>iii. generally <b>solve</b> these problems correctly.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations</li><li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li><li>iii. generally <b>solve</b> these problems correctly.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li><li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li><li>iii. generally <b>solve</b> these problems correctly.</li></ol>

## 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. <b>apply</b> , with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. <b>state</b> predictions consistent with simple patterns.
3–4	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize patterns ii. <b>suggest</b> how these patterns work.
5–6	The student is able to: i. <b>apply</b> mathematical problem-solving techniques to recognize patterns ii. <b>suggest</b> relationships or general rules consistent with findings iii. <b>verify</b> whether patterns work for another example.
7–8	The student is able to: i. <b>select</b> and <b>apply</b> mathematical problem-solving techniques to recognize correct patterns ii. <b>describe</b> patterns as relationships or general rules consistent with correct findings iii. <b>verify</b> 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. <b>use</b> limited mathematical language ii. <b>use</b> limited forms of mathematical representation to present information iii. <b>communicate</b> through lines of reasoning that are difficult to understand.
3–4	The student is able to: i. <b>use</b> some appropriate mathematical language ii. <b>use</b> different forms of mathematical representation to present information adequately iii. <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately <b>organize</b> information using a logical structure.
5–6	The student is able to: i. usually <b>use</b> appropriate mathematical language ii. usually <b>use</b> different forms of mathematical representation to present information correctly iii. <b>communicate</b> through lines of reasoning that are usually coherent iv. <b>present</b> work that is usually organized using a logical structure
7–8	The student is able to: i. consistently <b>use</b> appropriate mathematical language ii. consistently <b>use</b> different forms of mathematical representation to present information correctly iii. <b>communicate</b> clearly through coherent lines of reasoning iv. present work that is consistently <b>organized</b> 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. <b>identify</b> some of the elements of the authentic real-life situation ii. <b>apply</b> mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. <b>identify</b> the relevant elements of the authentic real-life situation ii. <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation iii. <b>state</b> , 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. <b>identify</b> the relevant elements of the authentic real-life situation ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation iii. <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. <b>describe</b> the degree of accuracy of the solution v. <b>state</b> correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. <b>identify</b> the relevant elements of the authentic real-life situation ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation iii. <b>apply</b> the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. <b>explain</b> the degree of accuracy of the solution v. <b>describe</b> 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. <b>recalls some</b> physical health education factual, procedural conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues iii. <b>recalls</b> physical and health terminology.
3–4	The student: i. <b>recalls</b> physical health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues <b>and suggest</b> solutions to problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b> .
5–6	The student: i. <b>states</b> physical health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>outline</b> issues and <b>solve</b> problems set in familiar situations iii. <b>applies</b> physical and health terminology to communicate understanding.
7–8	The student: i. <b>outlines</b> physical health education factual, procedural and conceptual knowledge ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and solve</b> problems set in familiar and unfamiliar situations iii. <b>applies</b> physical and health terminology <b>consistently</b> 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. <b>states</b> plans for improving health or physical activity ii. <b>states</b> the effectiveness of a plan.
3–4	The student: i. <b>outlines a basic</b> plan for improving health or physical activity ii. <b>states</b> the effectiveness of a plan <b>based on the outcome</b> .
5–6	The student: i. <b>outlines</b> a plan for improving health or physical activity ii. <b>identifies</b> the effectiveness of a plan <b>based on the outcome</b> .
7–8	The student: i. <b>constructs</b> and <b>outlines</b> a plan for improving health or physical activity ii. <b>describes</b> the effectiveness of a plan <b>based on the outcome</b> .

## 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. <b>recalls</b> some <b>skills</b> and techniques ii. <b>recalls</b> some strategies and movement concepts iii. <b>applies</b> information to perform with <b>limited success</b> .
3–4	The student: i. <b>recalls</b> skills and techniques ii. <b>recalls</b> strategies and movement concepts iii. <b>applies</b> information to perform.
5–6	The student: i. <b>recalls</b> and <b>applies</b> skills and techniques ii. <b>recalls</b> and <b>applies</b> a range of strategies and movement concepts iii. <b>applies</b> information to perform <b>effectively</b> .
7–8	The student: i. <b>recalls</b> and <b>applies a range</b> of skills and techniques ii. <b>recalls</b> and <b>applies a range</b> of strategies and movement concepts iii. <b>recalls</b> and <b>applies</b> information to perform <b>effectively</b> .

## 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. <b>states</b> a strategy to enhance interpersonal skills ii. <b>states</b> a goal to enhance performance iii. <b>describes</b> performance.
3–4	The student: i. <b>lists</b> strategies to enhance interpersonal skills ii. <b>states</b> a goal and <b>applies</b> strategies to enhance performance iii. <b>summarizes</b> performance.
5–6	The student: i. <b>identifies</b> strategies to enhance interpersonal skills ii. <b>lists</b> goals and <b>applies</b> strategies to enhance performance iii. <b>outlines</b> and <b>summarizes</b> performance.
7–8	The student: i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills ii. <b>identifies</b> goals and <b>applies</b> strategies to enhance performance iii. <b>describes</b> and <b>summarizes</b> 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. <b>select</b> scientific knowledge ii. <b>select</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make judgments, with limited success</b> .
3–4	The student is able to: i. <b>recall</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make judgments</b> .
5–6	The student is able to: i. <b>state</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>apply</b> information to <b>make scientifically supported judgments</b> .
7–8	The student is able to: i. <b>outline</b> scientific knowledge ii. <b>apply</b> scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>interpret</b> information to <b>make scientifically supported judgments</b> .

## 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"><li>i. <b>select</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>select</b> a testable prediction</li><li>iii. <b>state</b> a variable</li><li>iv. design a <b>method with limited success</b>.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>state</b> a testable prediction</li><li>iii. <b>state</b> how to manipulate the variables, and <b>state</b> how <b>data</b> will be collected</li><li>iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment</b>.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>outline</b> a testable prediction</li><li>iii. <b>outline</b> how to manipulate the variables, and <b>state</b> how <b>relevant data</b> will be collected</li><li>iv. design a <b>complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li><li>ii. <b>outline</b> a testable prediction <b>using scientific reasoning</b></li><li>iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>sufficient, relevant data</b> will be collected</li><li>iv. design a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li></ol>

## 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: i. <b>collect and present</b> data in numerical and/or visual forms ii. <b>interpret</b> data iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation, <b>with limited success</b> iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation, <b>with limited success</b> v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation, <b>with limited success</b> .
3–4	The student is able to: i. <b>correctly collect and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>outline</b> results iii. <b>state</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms ii. <b>accurately interpret</b> data and <b>outline</b> results <b>using scientific reasoning</b> iii. <b>outline</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.
7–8	The student is able to: i. <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms ii. <b>accurately interpret data</b> and <b>outline</b> results <b>using correct scientific reasoning</b> iii. <b>discuss</b> the validity of a prediction based on the outcome of a scientific investigation iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation v. <b>describe</b> 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, <b>with limited success</b> : i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>apply</b> scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. <b>state</b> the ways in which science is used to address a specific problem or issue ii. <b>state</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>sometimes apply</b> scientific language to communicate understanding iv. <b>sometimes</b> document sources correctly.
5–6	The student is able to: i. <b>outline</b> the ways in which science is used to address a specific problem or issue ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. <b>usually</b> document sources correctly.
7–8	The student is able to: i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue ii. <b>describe and summarize</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b> iv. document sources <b>completely</b> .