

# **Year 2 (Grade 7) and Year 3 (Grade 8) Assessment Rubrics**

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**Arts: MYP Years 2-3**

**Criterion A: Knowing and understanding (Maximum: 8)**

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

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language ii. demonstrates <b>limited</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>limited</b> use of acquired knowledge to inform his or her artwork.	
3–4	The student: i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>adequate</b> use of appropriate language ii. demonstrates <b>adequate</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>adequate</b> use of acquired knowledge to inform his or her artwork.	
5–6	The student: i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>substantial</b> use of appropriate language ii. demonstrates <b>substantial</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>substantial</b> use of acquired knowledge to inform his or her artwork.	
7–8	The student: i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>excellent</b> use of appropriate language ii. demonstrates <b>excellent</b> knowledge of the role of the art form in original or displaced contexts iii. demonstrates <b>excellent</b> use of acquired knowledge to inform his or her artwork.	

## Arts: MYP Years 2-3

### Criterion B: Developing skills (Maximum: 8)

At the end of year 3, 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	Task specific clarifications
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 Years 2-3**

**Criterion C: Thinking creatively (Maximum: 8)**

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

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</li> <li>ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</li> <li>ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</li> <li>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</li> <li>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</li> <li>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</li> </ul>	

## Arts: MYP Years 2-3

### Criterion D: Responding (Maximum: 8)

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

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her iii. presents a <b>limited</b> evaluation of the artwork of self and others.	
3–4	The student: i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings ii. creates an <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her iii. presents an <b>adequate</b> evaluation of the artwork of self and others.	
5–6	The student: i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings ii. creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her iii. presents a <b>substantial</b> evaluation of the artwork of self and others.	
7–8	The student: i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b> , and <b>effectively</b> transfers learning to new settings ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her iii. presents an <b>excellent</b> evaluation of the artwork of self and others.	

## Design: MYP Years 2-3

### Criterion A: Inquiring and analyzing (Maximum: 8)

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

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyse a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Achievement level descriptor	Task specific clarifications
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 some of</b> the main findings of relevant research.	
3–4	The student: i. <b>outlines</b> the need for a solution to a problem ii. <b>states</b> the research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>outlines one existing</b> product that inspires a solution to the problem iv. <b>develops a basic</b> design brief, which <b>outlines some of</b> relevant research.	
5–6	The student: i. <b>explains</b> the need for a solution to a problem ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b> iii. <b>describes</b> a group of similar products that inspire a solution to the problem iv. <b>develops</b> a design brief, which <b>outlines</b> the <b>findings</b> of relevant research.	
7–8	The student: i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem ii. <b>constructs</b> a research plan, which <b>states</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem <b>independently</b> iii. <b>analyzes</b> a group of similar products that inspire a solution to the problem iv. <b>develops</b> a design brief, which <b>presents</b> the <b>analysis</b> of relevant research.	

## Design: MYP Years 2-3

### Criterion B: Developing ideas (Maximum: 8)

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

- i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Achievement level descriptor	Task specific clarifications
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>lists</b> a few basic success criteria for the design of a solution</li> <li>ii. <b>presents</b> one design idea, which can be interpreted by others</li> <li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>constructs</b> a list of the success criteria for the design of a solution</li> <li>ii. <b>presents a few</b> feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others</li> <li>iii. <b>outlines</b> the <b>main</b> reasons for choosing the design with reference to the design specification</li> <li>iv. <b>creates</b> planning drawings/diagrams or <b>lists</b> requirements for the chosen solution.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>develops</b> design specifications, which <b>identify</b> the success criteria for the design of a solution</li> <li>ii. <b>presents a range</b> of feasible design ideas, using an appropriate medium(s) <b>and explains</b> key features, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>outlines</b> the <b>main</b> reasons for its selection with reference to the design specification</li> <li>iv. <b>develops</b> accurate planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops</b> a design specification which <b>outlines</b> the success criteria for the design of a solution based on the data collected</li> <li>ii. <b>presents a range</b> of feasible design ideas, using an appropriate medium(s) <b>and annotation</b>, which can be correctly interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>outlines</b> the reasons for its selection with reference to the design specification</li> <li>iv. <b>develops</b> accurate planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</li> </ol>	

## Design: MYP Years 2-3

### Criterion C: Creating the solution (Maximum: 8)

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

- i. construct a logical plan, which outlines 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 explain changes made to the chosen design and the plan when making the solution.
- iv. present the solution as a whole

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: 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 in an <b>incomplete form</b> .	
3–4	The student: i. <b>outlines</b> each step 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. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented iv. <b>outlines</b> changes made to the chosen design <b>or</b> plan when making the solution.	
5–6	The student: i. <b>constructs</b> a plan, which <b>considers</b> time and resources, sufficient for peers to be able to follow 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>outlines</b> changes made to the chosen design <b>and</b> plan when making the solution.	
7–8	The student: i. <b>constructs a logical</b> plan, which <b>outlines</b> the efficient use of time and resources, 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 <b>as intended</b> and is presented <b>appropriately</b> iv. <b>explains</b> changes made to the chosen design and plan when making the solution.	

## Design: MYP Years 2-3

### Criterion D: Evaluating (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. <b>describes</b> a testing <b>method</b> , 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>describes a relevant</b> testing <b>method</b> , which generates data, to measure the success of the solution ii. <b>outlines</b> the success of the solution against the design specification based on relevant product testing iii. <b>lists</b> the ways in which the solution could be improved iv. <b>outlines</b> the impact of the solution on the client/target audience.	
5–6	The student: i. <b>describes relevant</b> testing <b>methods</b> , which generate data, to measure the success of the solution ii. <b>describes</b> the success of the solution against the design specification based on <b>relevant</b> product testing iii. <b>outlines</b> how the solution could be improved iv. <b>describes</b> the impact of the solution on the client/target audience, <b>with guidance</b> .	
7–8	The student: i. <b>describes detailed and relevant</b> testing <b>methods</b> , which generate accurate data, to measure the success of the solution ii. <b>explains</b> the success of the solution against the design specification based on <b>authentic</b> product testing iii. <b>describes</b> how the solution could be improved iv. <b>describes</b> the impact of the solution on the client/target audience.	

## Individuals and Societies: MYP Years 2-3

### Criterion A: Knowing and understanding (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
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> use of terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b></li> <li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. uses <b>considerable</b> and <b>relevant</b> terminology <b>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 a <b>range</b> of terminology <b>accurately</b></li> <li>ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and <b>accurate</b> descriptions, explanations and examples.</li> </ol>	

## Individuals and Societies: MYP Years 2-3

### Criterion B: Investigating (Maximum: 8)

At the end of year 3, 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	Task specific clarifications
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>identifies</b> a research question that is clear, focused and relevant</li> <li>ii. formulates a <b>limited</b> action plan or does not follow a plan</li> <li>iii. <b>collects</b> and <b>records limited</b> or <b>sometimes irrelevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results in a <b>limited</b> way.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>formulates/chooses</b> a research question that is clear and focused and <b>describes</b> its relevance</li> <li>ii. formulates and <b>occasionally</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. <b>uses</b> a method(s) to collect and record <b>some relevant</b> information</li> <li>iv. with guidance, <b>reflects</b> on the research process and results.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a clear and focused research question and <b>describes</b> its relevance <b>in detail</b></li> <li>ii. formulates and <b>mostly</b> follows a <b>sufficiently developed</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate relevant</b> information</li> <li>iv. with guidance, <b>evaluates</b> on the research process and results.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates/chooses a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>consistent</b> action plan to investigate a research question</li> <li>iii. uses methods to collect and record <b>appropriate</b> and <b>varied relevant</b> information</li> <li>iv. with guidance, provides a <b>detailed evaluation</b> of the research process and results.</li> </ol>	

## Individuals and Societies: MYP Years 2-3

### Criterion C: Communicating (Maximum: 8)

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

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference and cite sources of information

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>not always</b> clear</li> <li>ii. organizes information and ideas in a <b>limited</b> way</li> <li>iii. <b>lists</b> sources of information <b>inconsistently</b></li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>ii. <b>somewhat</b> organizes information and ideas</li> <li>iii. <b>creates</b> an <b>adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. <b>mostly</b> structures information and ideas according to the task instructions</li> <li>iii. creates an <b>adequate</b> reference list and <b>usually</b> cites sources.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>i. communicates information and ideas in a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas <b>completely</b> according to the task instructions</li> <li>iii. creates a <b>complete</b> reference list and <b>always</b> cites sources.</li> </ul>	

## Individuals and Societies: MYP Years 2-3

### Criterion D: Thinking critically (Maximum: 8)

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

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations
- iv. recognize different perspectives and their implications.

Achievement level	Achievement level descriptor	Task specific clarifications
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>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a limited way</li> <li>ii. <b>begins to identify</b> connections between information to make simple arguments</li> <li>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>iv. identifies different perspectives</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. completes a <b>simple analysis</b> concepts, issues, models, visual representation and/or theories in a limited way</li> <li>ii. <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>iii. <b>analyses</b> sources /data in terms of origin and purpose, recognizing some values and limitations</li> <li>iv. <b>recognizes</b> different perspectives and suggests some of their implications</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information in order to make usually valid arguments</li> <li>iii. <b>analyses</b> sources /data in terms of origin and purpose, <b>usually</b> recognizing values and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</li> </ol>	

## Language Acquisition: MYP Years 2-3

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

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
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. shows <b>minimal</b> understanding of 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. shows <b>some</b> understanding of 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 some 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. shows <b>considerable</b> understanding of 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 <b>most</b> 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. shows <b>excellent</b> understanding of 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: MYP Years 2-3

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

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
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 and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li> <li>ii. has <b>limited</b> awareness of basic conventions including 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, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li> <li>ii. recognizes <b>some</b> basic conventions including 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 <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, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including 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 <b>most</b> 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, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including 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: MYP Years 2-3

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

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

- i. respond appropriately to spoken, written and visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Achievement level descriptor	Task specific clarifications
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 or basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</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 <b>some</b> 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 basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</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 basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</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 basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ol>	

## Language Acquisition: MYP Years 2-3

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

At the end of Phase 2, 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 information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Achievement level descriptor	Task specific clarifications
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 ideas, 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 ideas, 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 ideas <b>well</b>, 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>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ol>	

## Language and Literature MYP Years 2-3

### Criterion A: Analyzing (Maximum: 8)

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

- i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

Achievement level	Achievement level descriptor	Task specific clarifications
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 or explanation of the content, context, language, structure, technique and style, and <b>does not</b> explain the relationships among texts</li> <li>ii. provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. interprets <b>few</b> similarities and differences in features within and between genres and texts.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and <b>some explanation</b> of the relationships among texts</li> <li>ii. provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience</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. interprets <b>some</b> similarities and differences in features within and between genres and texts.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts</li> <li>ii. provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>competently</b> interprets similarities and differences in features within and between genres and texts.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <b>thoroughly</b></li> <li>ii. provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> features within and between genres and texts.</li> </ol>	

## Language and Literature MYP Years 2-3

### Criterion B: Organizing (Maximum: 8)

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

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a 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	Task specific clarifications
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 coherence and 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 coherence and 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>coherent and 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 effectively</li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> 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 Years 2-3

### Criterion C: Producing Text (Maximum: 8)

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

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering 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	Task specific clarifications
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, imagination or sensitivity and <b>minimal</b> exploration and consideration 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 relevant</b> details and examples to develop 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> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop 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, imagination and sensitivity and <b>substantial</b> exploration and consideration 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 develop 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, imagination and sensitivity and <b>perceptive</b> exploration and consideration 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 develop ideas with precision.</li> </ol>	

## Language and Literature MYP Years 2-3

### Criterion D: Using language (Maximum: 8)

At the end of year 3, 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	Task specific clarifications
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 limited accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with limited 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 varied 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 Years 2-3

### Criterion A: Knowing and understanding (Maximum: 8)

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

## Mathematics: MYP Years 2-3

### Criterion B: Investigating patterns (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
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 discover simple patterns ii. <b>suggest</b> relationships and/or general rules consistent with findings.	
5–6	The student is able to: i. <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns ii. <b>describe</b> patterns as relationships and/or general rules consistent with findings iii. <b>verify</b> these relationships and/or general rules.	
7–8	The student is able to: i. <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns ii. <b>describe</b> patterns as relationships and/or general rules consistent with correct findings iii. <b>verify</b> and <b>justify</b> these relationships and/or general rules.	

## Mathematics: MYP Years 2-3

### Criterion C: Communicating (Maximum: 8)

At the end of year 3, 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	Task specific clarifications
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>use</b> limited mathematical language</li> <li>ii. <b>use</b> limited forms of mathematical representation to present information</li> <li>iii. <b>communicate</b> through lines of reasoning that are difficult to understand.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>use</b> some appropriate mathematical language</li> <li>ii. <b>use</b> different forms of mathematical representation to present information adequately</li> <li>iii. <b>communicate</b> through lines of reasoning that are able to be understood, although these are not always coherent</li> <li>iv. adequately <b>organize</b> information using a logical structure.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. usually <b>use</b> appropriate mathematical language</li> <li>ii. usually <b>use</b> different forms of mathematical representation to present information correctly</li> <li>iii. move between different forms of mathematical representation with some success</li> <li>iv. <b>communicate</b> through lines of reasoning that are clear although not always coherent or complete</li> <li>v. present work that is usually <b>organized</b> using a logical structure</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. consistently <b>use</b> appropriate mathematical language</li> <li>ii. <b>use</b> different forms of mathematical representation to consistently present information correctly</li> <li>iii. move effectively between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete and coherent</li> <li>v. present work that is consistently <b>organized</b> using a logical structure.</li> </ol>	

## Mathematics: MYP Years 2-3

### 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. **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	Task specific clarifications
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>select</b> , with some success, adequate mathematical strategies to model the authentic real-life situation iii. <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation iv. <b>describe</b> 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>discuss</b> 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> appropriate mathematical strategies to model the authentic real-life situation iii. <b>apply</b> the selected mathematical strategies to reach a correct solution iv. <b>explain</b> the degree of accuracy of the solution v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.	

## Physical and Health Education: MYP Years 2-3

### Criterion A: Knowing and understanding (Maximum: 8)

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

- i. describe physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain 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	Task specific clarifications
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>recalls</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to outline issues and <b>suggest</b> solutions to problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>identifies</b> physical and health education knowledge to <b>describe</b> issues <b>and</b> to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>describe</b> issues to <b>solve</b> problems set in familiar situations and <b>suggest</b> solutions to problems set in <b>unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> physical health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>explain</b> issues and <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> and <b>effectively</b> to communicate understanding.</li> </ol>	

## Physical and Health Education: MYP Years 2-3

### Criterion B: Planning for performance (Maximum: 8)

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

- i. design and explain a plan for improving physical performance and health
- ii. explain the effectiveness of a plan based on the outcome.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: i. <b>outlines</b> a plan for improving physical performance and health ii. <b>states</b> the effectiveness of a plan based on the outcome.	
3–4	The student: i. <b>constructs</b> and <b>outlines</b> a plan for improving physical performance and health ii. <b>outlines</b> the effectiveness of a plan based on the outcome.	
5–6	The student: i. <b>constructs</b> and <b>explains</b> a plan for improving physical performance and health ii. <b>describes</b> the effectiveness of a plan based on the outcome.	
7–8	The student: i. <b>designs</b> and <b>explains</b> a plan for improving physical performance and health ii. <b>explains</b> the effectiveness of a plan based on the outcome..	

## Physical and Health Education: MYP Years 2-3

### Criterion C: Applying and performing (Maximum: 8)

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

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

Achievement level	Achievement level descriptor	Task specific clarifications
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>recalls</b> and <b>applies</b> skills and techniques with <b>limited success</b></li> <li>ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with <b>limited success</b></li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform.</li> </ol>	
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success</li> <li>ii. <b>demonstrates</b> and <b>applies</b> <b>strategies</b> and movement concepts <b>with limited success</b></li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>	
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>	
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>	

## Physical and Health Education: MYP Years 2-3

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

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

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate performance.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> strategies that enhance interpersonal skills</li> <li>ii. <b>lists</b> goals to enhance performance</li> <li>iii. <b>summarizes</b> performance.</li> </ul>	
3–4	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals to enhance performance</li> <li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li> </ul>	
5–6	The student: <ul style="list-style-type: none"> <li>i. <b>outlines</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>ii. <b>identifies</b> goals and applies strategies to enhance performance</li> <li>iii. <b>outlines</b> and <b>evaluates</b> performance.</li> </ul>	
7–8	The student: <ul style="list-style-type: none"> <li>i. <b>describes</b> and <b>demonstrates</b> strategies that enhance interpersonal skills</li> <li>ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance</li> <li>iii. <b>explains</b> and <b>evaluates</b> performance.</li> </ul>	

## Sciences: MYP Years 2-3

### Criterion A: Knowing and Understanding (Maximum: 8)

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

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments.

Achievement level	Achievement level descriptor	Task specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	
1–2	The student is able to: i. <b>recall</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>judgments</b> .	
3–4	The student is able to: i. <b>state</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>apply</b> information to make <b>scientifically supported judgments</b> .	
5–6	The student is able to: i. <b>outline</b> scientific knowledge ii. apply 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 make <b>scientifically supported judgments</b> .	
7–8	The student is able to: i. <b>describe</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b> .	

## Sciences: MYP Years 2-3

### Criterion B: Inquiring and Designing (Maximum: 8)

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

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations.

Achievement level	Achievement level descriptor	Task specific clarifications
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>state</b> a problem or question to be tested by a scientific investigation, with <b>limited success</b></li> <li>ii. <b>state</b> a testable hypothesis</li> <li>iii. <b>state</b> the variables</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>outline</b> a testable hypothesis <b>using scientific reasoning</b></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>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>outline</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>outline and explain</b> a testable hypothesis <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>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>describe</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>outline and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>iii. <b>describe</b> how to manipulate the variables, and <b>describe</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 Years 2-3

### Criterion C: Processing and Evaluating (Maximum: 8)

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

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis 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	Task specific clarifications
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>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data</li> <li>iii. <b>state</b> the validity of a hypothesis <b>with limited reference</b> to a scientific investigation</li> <li>iv. <b>state</b> the validity of the method <b>with limited reference</b> to a scientific investigation</li> <li>v. <b>state limited</b> improvements or extensions to the method.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>describe</b> results</li> <li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>describe</b> results <b>using scientific reasoning</b></li> <li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret data</b> and <b>describe</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>	

## Sciences: MYP Years 2-3

### Criterion D: Reflecting on the Impacts of Science (Maximum: 8)

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

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss & analyse the various implications of using science & 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	Task specific clarifications
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>state</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>state</b> the implications of the use of science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li> <li>iv. document sources, <b>with limited success</b>.</li> </ol>	
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li> <li>iv. <b>sometimes</b> document sources <b>correctly</b>.</li> </ol>	
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. <b>usually</b> document sources <b>correctly</b>.</li> </ol>	
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss and analyse</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. document sources <b>completely</b>.</li> </ol>	