MYP Year 3 Assessment Criteria

(For use in Year 2/Grade 7 and Year 3/Grade 8)

Language and literature

Language acquisition

Individuals and societies

Mathematics

Sciences

Arts

Physical and health education

Design

Interdisciplinary learning

Language and literature assessment criteria
Criterion A: Analysing

Maximum: 8

At the end of years 2 & 3 students should be able to:

i.   identify and explain the content, context, language, structure, technique and style of text(s) and the relationship 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not** explain the relationship among texts ii. provides **minimal** identification and explanation of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. interprets **few** similarities and differences in features within and between genres and texts.
3–4	The student: i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some explanation** of the relationship among texts ii. provides **adequate** identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. interprets **some** similarities and differences in features within and between genres and texts.

Achievement level	Level descriptor
5–6	The student: i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides **substantial** identification and explanation of the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **competently** interprets similarities and differences in features within and between genres and texts.
7–8	The student: i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts **thoroughly** ii. provides **perceptive** identification and explanation of the effects of the creator's choices on an audience iii. gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** features within and between genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention effectively ii. **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing text

Maximum: 8

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

Achievement level	Level descriptor
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with precision.

Criterion D: Using language

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication iv. spells/writes and pronounces with limited accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

Achievement level	Level descriptor
7–8	The student: i. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Language acquisition assessment criteria: Emergent level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts iii.**interprets** connections between simple authentic texts.

At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections.

7–8	The student:
	i. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts
	ii. **analyses** conventions in simple authentic texts
	iii. **analyses** connections between simple authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal. This means that the texts should have the written mode and other modes such as visual and spatial modes.

Examples: a written text with images, a web page with written text and images

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in a variety of simple authentic texts ii.identifies **basic** conventions in simple authentic texts iii.identifies **basic** connections between simple authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in a variety of simple authentic texts ii.**interprets** conventions in simple authentic texts. iii.**interprets** connections between simple authentic texts.
7–8	The student:

At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** varietyof simple authentic texts

ii.**analyses** conventions in simple authentic texts

iii.**analyses** connections between simple authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in comprehensible manner

iv.communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hindercommunication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii.uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in comprehensible manner

iv.communicate all or almost all the required information clearly and effectively.

	iv.during interaction, communicates **most** of the relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

A stimulus containing other modes, such as visual and spatial modes, should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii.presents **some information** in a **partially-recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii.organizes information in a **recognizable** format using a **range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary

At the end of the emergent level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

	ii.uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication
	iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices
	iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student:
	i.uses a **wide range** of vocabulary
	ii.uses a **wide range** of grammatical structures **generally accurately**
	iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide rangeofsimple and some complex** cohesive devices
	iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Language Acquisition: Capable level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections between simple and some complex authentic texts.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

7–8	The student:
	i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts
	ii.**analyses** conventions in simple and some complex authentic texts
	iii.**analyses** connections between simple and some complex authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii.identifies **basic** conventions in simple and some complex authentic texts iii.identifies **basic** connections between simple and some complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii.**interprets** conventions in simple and some complex authentic texts iii.**interprets** connections between simple and some complex authentic texts.
7–8	The student:

At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts

ii.**analyses** conventions in simple and some complex authentic texts

iii.**analyses** connections between simple and some complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the capable level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication

At the end of the capable level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

	iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension
	iv.during interaction, communicates **most** relevant information.
7–8	The student:
	i.uses a **wide range** of vocabulary
	ii.uses a **wide range** of grammatical structures **generally accurately**
	iii.uses **clear** pronunciation and intonation which makes the communication **easy to comprehend**
	iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the capable level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv.communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.organizes information in a **recognizable** format using **a range of basic** cohesive devices iv.communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i.uses a **range** of vocabulary

At the end of the capable level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

	ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Language Acquisition: Proficient level

Criterion A: Listening

Maximum: 8

Texts used for the listening task should be spoken multimodal texts. This means that the texts should have the spoken mode and other modes such as visual still images or visual moving images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**interprets** conventions in complex authentic texts iii.**interprets** connections between complex authentic texts.
7–8	The student:

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

	i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in complex authentic texts
	ii.**analyses** conventions in complex authentic texts
	iii.**analyses** connections between complex authentic texts.

Criterion B: Reading

Maximum: 8

Texts used for the reading task should be written multimodal texts. This means that the texts should have the written mode and other modes such as visual and spatial modes. Examples: a written text with images, a web page with written text and images.

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.identifies **minimal** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
3–4	The student: i.identifies **some** stated information (facts and/or opinions) in complex authentic texts ii.identifies **basic** conventions in complex authentic texts iii.identifies **basic** connections between complex authentic texts.
5–6	The student: i.identifies **most** stated information (facts and/or opinions, and **supporting details**) in complex authentic texts ii.**interprets** conventions in complex authentic texts iii.**interprets** connections between complex authentic texts.
7–8	The student: i.identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in complex authentic texts

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multimodal texts and be able to:

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

ii.**analyses** conventions in complex authentic texts

iii.**analyses** connections between complex authentic texts.

Criterion C: Speaking

Maximum: 8

Texts used to produce the speaking task should include modes such as visual and spatial modes. Example: a short written text (caption) with image(s)/visual(s)/picture(s).

At the end of the proficient level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i.uses a **limited range** of vocabulary ii.uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii.uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv.during interaction, communicates **limited** relevant information.
3–4	The student: i.uses a **basic range** of vocabulary ii.uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii.uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv.during interaction, communicates **some** relevant information.
5–6	The student: i.uses a **range** of vocabulary ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication

At the end of the proficient level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.during interaction, communicate all or almost all the required information clearly and effectively.

	iii.uses pronunciation and intonation with a **few** errors. However, these **do not** hinder comprehension iv.during interaction, communicates **most** relevant information.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.uses clear pronunciation and intonation which makes the communication **easy to comprehend** iv.during interaction, communicates **all or almost all** the required information **clearly and effectively**.

Note: When assessing pronunciation in speaking it does not necessarily mean having a native speaker level of pronunciation as accent is part of the learner and his/her culture. The aim should be intelligibility which means that the person listening is able to understand what the speaker is saying with minimal strain.

Criterion D: Writing

Maximum: 8

A stimulus containing other modes such as visual and spatial modes should be used as a prompt for producing the writing task. Examples: a written text with images, a written text with some spatial arrangement.

At the end of the proficient level, students should be able to:

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited range** of vocabulary ii. uses a **limited range** of grammatical structures with **many** errors which **often** hinder communication iii. organizes **some** information in a **recognizable** format using **some basic** cohesive devices iv. communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3–4	The student: i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some** errors which **sometimes** hinder communication iii. organizes information in a **recognizable** format using a **range of basic** cohesive devices iv. communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5–6	The student: i. uses a **range** of vocabulary

At the end of the proficient level, students should be able to:

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

	ii.uses a **range** of grammatical structures with a **few** errors which **do not** hinder communication iii.organizes information in an **appropriate** format using **simple and complex** cohesive devices iv.communicates **most** relevant information with **a sense** of audience and purpose to suit the context.
7–8	The student: i.uses a **wide range** of vocabulary ii.uses a **wide range** of grammatical structures **generally accurately** iii.organizes information **effectively and coherently** in an **appropriate** format using a **wide range of complex** cohesive devices iv.communicates **all or almost all** the required information with **a clear sense** of audience and purpose to suit the context.

Last update: 22/03/2023

Individuals and societies assessment criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 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, through descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. makes **limited** use of terminology ii. demonstrates **basic** knowledge and understanding of content and concepts through **limited** descriptions and/or examples.
3–4	The student: i. uses **some** terminology **accurately** ii. demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and examples.
5–6	The student: i. uses **considerable** and **relevant** terminology **accurately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	The student: i. **consistently** uses **a range** of terminology **accurately** ii. demonstrates **excellent** knowledge and understanding of content and concepts through **developed** and **accurate** descriptions, explanations and examples.

Criterion B: Investigating

Maximum: 8

At the end of years 2 & 3, students should be able to:

i. formulate/choose a clear and focused research question, explaining its relevance

ii.formulate and follow an action plan to investigate 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **identifies** a research question that is clear, focused and relevant ii. ii. formulates a **limited** action plan or does not follow a plan iii. **collects** and **records limited** or **sometimes irrelevant** information iv. with guidance, **reflects** on the research process and results in a **limited** way.
3–4	The student: i. **formulates/chooses** a research question that is clear and focused and **describes** its relevance ii. formulates and **occasionally** follows a **partial** action plan to investigate a research question iii. **uses** a method(s) to collect and record **some relevant** information iv. with guidance, **reflects** on the research process and results.
5–6	The student: i. formulates/chooses a clear and focused research question and **describes** its relevance **in detail** ii. formulates and **mostly** follows a **sufficiently developed** action plan to investigate a research question iii. uses methods to collect and record **appropriate relevant** information iv. with guidance, **evaluates** on the research process and results.
7–8	The student: i. formulates/chooses a **clear** and **focused** research question and **explains** its relevance ii. formulates and **effectively** follows a **consistent** action plan to investigate a research question iii. uses methods to collect and record **appropriate** and **varied relevant** information iv. with guidance, provides a **detailed evaluation** of the research process and results.

Criterion C: Communicating

Maximum: 8

At the end of years 2 & 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 list and cite sources of information.

Achievement level	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 way that is **not always** appropriate to the audience and purpose ii. organizes information and ideas in a **limited** way iii. **lists** sources of information **inconsistently**.
3–4	The student: i. communicates information and ideas in a way that is **somewhat** appropriate to the audience and purpose ii. **somewhat** organizes information and ideas iii. **creates** an **adequate** reference list and **sometimes** cites sources.
5–6	The student: i. communicates information and ideas in a way that is **mostly** appropriate to the audience and purpose ii. **mostly** structures information and ideas according to the task instructions iii. creates an **adequate** reference list and **usually** cites sources.
7–8	The student: i. communicates information and ideas in a way that is **completely** appropriate to the audience and purpose ii. structures information and ideas **completely** according to the task instructions iii. creates a **complete** reference list and **always** cites sources.

Criterion C: Communicating

Criterion D: Thinking critically

Maximum: 8

At the end of years 2 & 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 value and limitations

iv. recognize different perspectives and explain their implications.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **begins to analyse** concepts, issues, models, visual representation and/or theories in a **limited** way ii. **begins to identify** connections between information to make **simple** arguments iii. **recognizes** the origin and purpose of **few** sources/data as well as **nominal** value and limitations of sources/data iv. **identifies** different perspectives.
3–4	The student: i. completes a **simple analysis** of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **some adequate** arguments iii. **analyses** sources/data in terms of origin and purpose, recognizing **some** value and limitations iv. **recognizes** different perspectives and **suggests some** of their implications.
5–6	The student: i. completes a **suitable** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information in order to make **usually valid** arguments iii. **analyses** sources/data in terms of origin and purpose, **usually** recognizing value and limitations iv. **clearly recognizes** different perspectives and **describes most** of their implications.
7–8	The student: i. completes a **detailed** analysis of concepts, issues, models, visual representation and/or theories ii. **summarizes** information to make **consistent**, **well-supported** arguments iii. **effectively analyses** a **range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations iv. **clearly recognizes** different perspectives and **consistently explains** their implications.

Mathematics assessment criteria
Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. select appropriate mathematics when solving **simple problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
3–4	The student is able to: i. select appropriate mathematics when solving **more complex problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
5–6	The student is able to: i. select appropriate mathematics when solving **challenging problems** in **familiar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.
7–8	The student is able to: i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations** ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.

Criterion B: Investigating patterns

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, **with teacher support**, mathematical problem-solving techniques to discover **simple patterns** ii. **state predictions** consistent with patterns iii. (not demonstrated at this level).
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to discover **simple patterns** ii. **suggest relationships** and/or general rules consistent with **findings**. iii. (not demonstrated at this level).
5–6	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as relationships and/or general rules consistent with **findings** iii. **verify** these relationships and/or general rules.
7–8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover **complex patterns** ii. **describe patterns** as relationships and/or general rules consistent with **correct findings** iii. **verify** and **justify** these relationships and/or general rules.

Criterion B: Investigating patterns

Criterion C: Communicating

Maximum: 8

At the end of years 2 & 3, students should be able to:

i.   use appropriate mathematical language (notation, symbols and terminology) in both oral and written   explanations

ii.   use appropriate forms of mathematical representation to present information

iii. move between different forms of mathematical representation

iv.   communicate complete and coherent mathematical lines of reasoning

v.   organize information using a logical structure.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. use **limited** mathematical language ii. use **limited forms** of mathematical representation to present information iii (not demonstrated at this level) iv. Communicate through lines of reasoning that are **difficult to interpret**. v. (not demonstrated at this level).
3–4	The student is able to: i. use **some appropriate** mathematical language ii. use **different forms** of mathematical representation to present information **adequately** iii. (not demonstrated at this level) iv. communicate through lines of reasoning that are **able to be understood**, although these are **not always clear** v. **adequately organize** information using a logical structure.
5–6	The student is able to: i. **usually** use **appropriate** mathematical language ii. **usually** use **appropriate forms** of mathematical representation to present information **correctly** iii. move between different forms of mathematical representation **with some success** iv. communicate through lines of reasoning that are clear although **not always coherent or complete** v. present work that is **usually organized** using a logical structure.

	The student is able to:
7–8	i. **consistently** use **appropriate** mathematical language
	ii. use **appropriate forms** of mathematical representation to **consistently** present information **correctly**
	iii. move **effectively** between different forms of mathematical representation
	iv. communicate through lines of reasoning that are **complete and coherent**
	v. present work that is **consistently organized** using a logical structure.

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of years 2 & 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.   explain whether a solution makes sense in the context of the authentic real-life situation.

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

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

The student is able to:

i.   identify the **relevant** elements of the authentic real-life situation

ii.   select **appropriate** mathematical strategies to model the authentic real- life situation

iii.   apply the selected mathematical strategies to **reach a correct solution**

Sciences assessment criteria
Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard indicated by any of the descriptors below.
1–2	The student is able to: i. **recall** scientific knowledge ii. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to make **judgments**.
3–4	The student is able to: i. **state** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to make **scientifically supported judgments**.
5–6	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to make **scientifically supported judgments**.
7–8	The student is able to: i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **analyse** information to make **scientifically supported judgments**.

Criterion B: Inquiring and designing

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** a problem or question to be tested by a scientific investigation, with **limited success** ii. **state** a testable hypothesis iii. **state** the variables iv. design **a method, with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. design a **safe method** in which they **select materials and equipment**.
5–6	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected iv. design **a complete and safe method** in which they **select appropriate materials and equipment**.
7–8	The student is able to: i. **describe** a problem or question to be tested by a scientific investigation ii. **outline and explain** a testable hypothesis **using correct scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant** data will be collected iv. design a **logical, complete and safe method** in which they **select appropriate materials and equipment**.

Criterion C: Processing and evaluating

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a hypothesis **with limited reference** to a scientific investigation iv. **state** the validity of the method **with limited reference** to a scientific investigation v. **state limited** improvements or extensions to the method.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **describe** results **using scientific reasoning** iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.

Achievement level	Level descriptor
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/or visual forms ii. **accurately interpret data** and **describe** results **using correct scientific reasoning** iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of years 2 & 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 and analyse 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	Level descriptor
0	The student **does not** reach a standard identified by any of the descriptors below.
1–2	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of the use of science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, **with limited success**.
3–4	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources **correctly**.
5–6	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources **correctly**.

7-8	The student is able to: i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and analyse** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** document sources **completely**. iv. document sources **completely.**

Arts assessment criteria: Intermediate
Criterion A: Investigating

Maximum: 8

At the end of year 2 and 3/Intermediate stage, students should be able to:

i investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry

ii. analyse an artwork or performance from the chosen movement(s) or genre(s)

Achievement	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **limited** information that **is not always related** to the statement of inquiry **ii.** **identifies** features of an artwork or performance including **two elements, techniques or context.** (Possible Characteristics: Basic, Incomplete)
3–4	The student: i. provides **mostly relevant** information that is **related** to the statement of inquiry **ii.** **outlines** features of an artwork or performance including **two from elements, techniques or context.** (Possible Characteristics: Adequate, Acceptable)
5–6	The student: i. provides **relevant** information that is **related** to the statement of inquiry **ii.** **describes** features of an artwork or performance **including two from elements, techniques or context.** (Possible Characteristics: Detailed, Focused)
7- 8	The student: i. provides **comprehensive, relevant** information that is **related** to the statement of inquiry **ii.** **analyses** features of an artwork or performance **including elements, techniques and context.** (Possible Characteristics: Thorough, Perceptive)

Criterion B: Developing skills

Maximum: 8

At the end of year 2 and 3/Intermediate stage, students should be able to:

i. practically explore ideas to inform development of a final artwork or performance

ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** practical exploration of an idea or ideas ii. presents a clear artistic intention and **states** artistic choices. (Possible characteristics: Basic, Incomplete)
3–4	The student: i. demonstrates **sufficient** practical exploration of an idea or ideas ii presents a clear artistic intention **in line with the statement of inquiry** and **states** artistic choices. (Possible characteristics: Adequate, Reasonable)
5–6	The student: i. demonstrates **substantial** practical exploration of an idea or ideas ii. presents a clear artistic intention **in line with the statement of inquiry** and **describes** artistic choices (Possible characteristics: Focused, Considered)
7–8	The student: i. **demonstrates** extensive and varied practical exploration of an idea or ideas ii. presents a clear artistic intention **in line with the statement of inquiry** and **explains** artistic choices. (Possible characteristics: Imaginative, Thoughtful)

Criterion C: Creating/Performing

Maximum: 8

At the end of years and 3/Intermediate stage, students should be able to:

i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** skills and techniques through the creation or performance of a finalized work. (Possible characteristics: Basic, Undeveloped)
3–4	The student: i. demonstrates **satisfactory** use of skills and techniques through the creation or performance of a finalized work. (Possible characteristics: Adequate, Reasonable)
5–6	The student: i. demonstrates **mostly effective** use of skills and techniques through the creation or performance of a finalized work. (Possible characteristics: Substantial, Assured)
7–8	The student: i. demonstrates **consistently effective** use of skills and techniques through the creation or performance of a finalized work. (Possible characteristics: Honed, Accomplished)

Criterion D: Evaluating

Maximum: 8

At the end of years 2 and 3/Intermediate stage, students should be able to:

i.   appraise their own artwork or performance
ii.   reflect on their development as an artist

0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i**. outlines** some elements of their own artwork or performance ii. **identifies** some aspects of their development as an artist. (Possible characteristics: Incomplete, Superficial)
3–4	The student: i. **describes** their own artwork or performance ii. **outlines** their development as an artist. (Possible characteristics: Adequate, Reasonable)
5–6	The student: i. **analyses** their own artwork or performance ii. **describes** their development as an artist. (Possible characteristics: Effective, Considered)
7–8	The student: i **evaluates** their own artwork or performance ii. **analyses** their development as an artist. (Possible characteristics: Thoughtful, Balanced)

Design assessment criteria

Criterion A: Inquiring and analysing

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states some of** the main findings of relevant research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states** the research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines one existing** product that inspires a solution to the problem iv. **develops** a **basic** design brief, which **outlines some of the findings of** relevant research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** iii. **describes** a group of similar products that inspire a solution to the problem iv. **develops** a design brief, which **outlines** the **findings** of relevant research.

7–8	The student:
	i. **explains** and **justifies** the need for a solution to a problem
	ii. **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently**
	iii. **analyses** a group of similar products that inspire a solution to the problem
	iv. **develops** a design brief, which **presents** the **analysis** of relevant research.

Criterion B: Developing ideas

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **lists** a few basic success criteria for the design of a solution ii. **presents** one design idea, which can be interpreted by others iii. **creates** incomplete planning drawings/diagrams.
3–4	The student: i. **constructs** a list of the success criteria for the design of a solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others iii. **outlines** the **main** reasons for choosing the design with reference to the design specification iv. **creates** planning drawings/diagrams or **lists** requirements for the chosen solution.

5–6	The student:
	i. **develops** design specifications, which **identify** the success criteria for the design of a solution
	ii. **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others
	iii. **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification
	iv. **develops** accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7-8	The student:
	i. **develops** a design specification which **outlines** the success criteria for the design of a solution based on the data collected
	ii. **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others
	iii. **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification
	iv. **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

At the end of years 2 & 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

iv.   explain changes made to the chosen design and the plan when making the solution.

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

7-8	The student:
	i. **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
	ii. **demonstrates excellent** technical skills when making the solution
	iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
	iv. **explains** changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

Maximum: 8

At the end of years 2 & 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	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **describes a** testing **method**, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **describes a relevant** testing **method**, which generates data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on relevant product testing iii. **lists** the ways in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.
5–6	The student: i. **describes relevant** testing **methods**, which generate data, to measure the success of the solution ii. **describes** the success of the solution against the design specification based on **relevant** product testing iii. **outlines** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience, **with guidance**.

	The student:
7–8	i. **describes detailed and relevant** testing **methods**, which generate **accurate** data, to measure the success of the solution ii. **explains** the success of the solution against the design specification based on **authentic** product testing iii. **describes** how the solution could be improved iv. **describes** the impact of the solution on the client/target audience.

Interdisciplinary learning assessment criteria

Criterion A: Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge

- evaluate interdisciplinary perspectives

within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The student: • attempts to analyse by **identifying** disciplinary knowledge • attempts to evaluate by **stating** the strengths or limitations of interdisciplinary perspectives.
3–4	The student: • partially analyses by **outlining** the disciplinary knowledge • partially evaluates by **outlining** the strengths or limitations of interdisciplinary perspectives.
5–6	The student: • analyses by **describing** disciplinary knowledge • evaluates by **describing** the strengths and limitations of interdisciplinary perspectives.
7–8	The student: • fully analyses by **explaining** disciplinary knowledge • fully evaluates by **explaining** the strengths and limitations of interdisciplinary perspectives.

Note:*Evaluating* is based on students' integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary

inquiry. In eAssessment, students analyse disciplinary knowledge and evaluate interdisciplinary perspectives within a source, work or text.

The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students' analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use "best-fit" professional judgment to determine an appropriate level that represents each student's disciplinary knowledge from **all** participating disciplines.

Criterion B: Synthesizing

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- create a product that communicates a purposeful interdisciplinary understanding

- justify how their product communicates interdisciplinary understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • creates a product that **selects** disciplinary knowledge in an attempt to communicate some interdisciplinary understanding • **states** how their product communicates interdisciplinary knowledge.
3–4	The student: • creates a product that **applies** disciplinary knowledge to partially communicate interdisciplinary understanding • **outlines** how their product communicates interdisciplinary knowledge.
5–6	The student: • creates a product that **develops** disciplinary knowledge to communicate interdisciplinary understanding • **describes** how their product communicates interdisciplinary knowledge.
7–8	The student: • creates a product that **synthesizes** disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding • **justifies** how their product communicates interdisciplinary knowledge.

Note: For this criterion, strand i should be adapted to be task-specific to the purpose of integration and the product.

The command term in the first strand of criterion B is create. The other terms (selects/applies/develops/synthesizes) refer to the degree to which their created product communicates interdisciplinary understanding. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Criterion C: Reflecting

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: • **states** the development of their own interdisciplinary learning • **states** how new interdisciplinary understanding enables action.
3–4	The student: • **outlines** the development of their own interdisciplinary learning • o**utlines** how new interdisciplinary understanding enables action.
5–6	The student: • **describes** the development of their own interdisciplinary learning • **describes** how new interdisciplinary understanding enables action.
7–8	The student: • **discusses** the development of their own interdisciplinary learning • **discusses** how new interdisciplinary understanding enables action.

Note: For this criterion, "action" can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to extend their interdisciplinary understanding. Teachers can also encourage students to "take" action depending on school context and resources available.