

## Years 4 and Year 5 Assessment Criteria

*(For use in Years 4 and 5/Grades 9 and 10)*

## Language and literature

# Language acquisition

## Individuals and societies

# Mathematics

## Sciences

## Arts

## Physical and health education

## Interdisciplinary learning



# Language and Literature assessment criteria

## Criterion A: Analysing

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors
1–2	The student: <ol style="list-style-type: none"><li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>limited</b> analysis 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. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>adequate</b> analysis 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. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>competently</b> analyses 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. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>perceptively</b> analyses the effects of the creator's choices on an audience</li> <li>iii. gives <b>detailed justification of</b> opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ul>

## Criterion B: Organizing

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> 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 <b>not always be suitable</b> 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 <b>effectively</b></li><li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, 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>

## Criterion C: Producing text

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> 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 insight, imagination and sensitivity and <b>minimal</b> exploration of, and critical reflection on, new perspectives and ideas</li><li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li><li>iii. selects <b>few</b> relevant details and examples to 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> insight, imagination and sensitivity and <b>some</b> exploration of, and critical reflection on, 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> insight, imagination and sensitivity and <b>substantial</b> exploration of, and critical reflection on, 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>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul 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 insight, imagination and sensitivity and <b>perceptive</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>perceptive</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>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ul>

## Criterion D: Using language

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>



# 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple authentic texts</li><li>ii. identifies <b>basic</b> conventions in simple authentic texts</li><li>iii. identifies <b>basic</b> connections between simple authentic texts.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. identifies <b>some</b> stated information (facts and/or opinions) in simple authentic texts</li><li>ii. identifies <b>basic</b> conventions in simple authentic texts</li><li>iii. identifies <b>basic</b> connections between simple authentic texts.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b>) in a variety of simple authentic texts</li><li>ii. <b>interprets</b> conventions in simple authentic texts</li><li>iii. <b>interprets</b> connections between simple authentic texts.</li></ul>

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

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.

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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. uses a <b>limited range</b> of vocabulary  ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication  iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension  iv. during interaction, communicates <b>limited</b> relevant information.
3–4	The student:  i. uses a <b>basic range</b> of vocabulary  ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication  iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension  iv. during interaction, communicates <b>some</b> relevant information.
5–6	The student:  i. uses a <b>range</b> of vocabulary  ii. uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication  iii. uses pronunciation and intonation with <b>a few</b> errors. However, these <b>do not</b> 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 <b>most</b> of the relevant information.
7–8	<p>The student:</p> <p>i. uses a <b>wide range</b> of vocabulary</p> <p>ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></p> <p>iii. uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b></p> <p>iv. during interaction, communicates <b>all or almost all</b> the required information <b>clearly and effectively</b>.</p>

*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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i.uses a <b>limited range</b> of vocabulary  ii.uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication  iii.presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices  iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
3–4	The student:  i.uses a <b>basic range</b> of vocabulary  ii.uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication  iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices  iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
5–6	The student:  i.uses a <b>range</b> 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 range of simple 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts  ii. identifies <b>basic</b> conventions in simple and some complex authentic texts  iii. identifies <b>basic</b> connections between simple and some complex authentic texts.
3–4	The student:  i. identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts  ii. identifies <b>basic</b> conventions in simple and some complex authentic texts  iii. identifies <b>basic</b> connections between simple and some complex authentic texts.
5–6	The student:  i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in simple and some complex authentic texts  ii. <b>interprets</b> conventions in simple and some complex authentic texts  iii. <b>interprets</b> 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.

<p><b>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:</b></p> <p><b>i. identify explicit and implicit information (facts and/or opinions, and supporting details)</b></p> <p><b>ii. analyse conventions</b></p> <p><b>iii. analyse connections.</b></p>	
<b>Achievement level</b>	<b>Level descriptor</b>
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts  ii. identifies <b>basic</b> conventions in simple and some complex authentic texts  iii. identifies <b>basic</b> connections between simple and some complex authentic texts.
3–4	The student:  i. identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts  ii. identifies <b>basic</b> conventions in simple and some complex authentic texts  iii. identifies <b>basic</b> connections between simple and some complex authentic texts.
5–6	The student:  i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in simple and some complex authentic texts  ii. <b>interprets</b> conventions in simple and some complex authentic texts  iii. <b>interprets</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. uses a <b>limited range</b> of vocabulary  ii. uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication  iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension  iv. during interaction, communicates <b>limited</b> relevant information.
3–4	The student:  i. uses a <b>basic range</b> of vocabulary  ii. uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication  iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension  iv. during interaction, communicates <b>some</b> relevant information.
5–6	The student:  i. uses a <b>range</b> of vocabulary  ii. uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication  iii. uses pronunciation and intonation with a <b>few</b> errors. However, these <b>do not</b> hinder comprehension

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**.

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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i.uses a <b>limited range</b> of vocabulary  ii.uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication  iii.organizes <b>some</b> information in a <b>recognizable</b> format using <b>some basic</b> cohesive devices  iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
3–4	The student:  i.uses a <b>basic range</b> of vocabulary  ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication  iii.organizes information in a <b>recognizable</b> format using <b>a range of basic</b> cohesive devices  iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.
5–6	The student:  i.uses a <b>range</b> 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. identifies <b>minimal</b> stated information (facts and/or opinions) in complex authentic texts  ii. identifies <b>basic</b> conventions in complex authentic texts  iii. identifies <b>basic</b> connections between complex authentic texts.
3–4	The student:  i. identifies <b>some</b> stated information (facts and/or opinions) in complex authentic texts  ii. identifies <b>basic</b> conventions in complex authentic texts  iii. identifies <b>basic</b> connections between complex authentic texts.
5–6	The student:  i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in complex authentic texts  ii. <b>interprets</b> conventions in complex authentic texts  iii. <b>interprets</b> 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.

<p><b>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:</b></p> <p><b>i. identify explicit and implicit information (facts and/or opinions, and supporting details)</b></p> <p><b>ii. analyse conventions</b></p> <p><b>iii. analyse connections.</b></p>	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. identifies <b>minimal</b> stated information (facts and/or opinions) in complex authentic texts  ii. identifies <b>basic</b> conventions in complex authentic texts  iii. identifies <b>basic</b> connections between complex authentic texts.
3–4	The student:  i. identifies <b>some</b> stated information (facts and/or opinions) in complex authentic texts  ii. identifies <b>basic</b> conventions in complex authentic texts  iii. identifies <b>basic</b> connections between complex authentic texts.
5–6	The student:  i. identifies <b>most</b> stated information (facts and/or opinions, and <b>supporting details</b> ) in complex authentic texts  ii. <b>interprets</b> conventions in complex authentic texts  iii. <b>interprets</b> connections between complex authentic texts.
7–8	The student:  i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b> ) 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 <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student:  i. uses a <b>limited range</b> of vocabulary  ii. uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication  iii. uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension  iv. during interaction, communicates <b>limited</b> relevant information.
3–4	The student:  i. uses a <b>basic range</b> of vocabulary  ii. uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication  iii. uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension  iv. during interaction, communicates <b>some</b> relevant information.
5–6	The student:  i. uses a <b>range</b> of vocabulary  ii. uses a <b>range</b> of grammatical structures with a <b>few</b> errors which <b>do not</b> hinder communication  iii. uses pronunciation and intonation with a <b>few</b> errors. However, these <b>do not</b> hinder comprehension

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**.

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.

<p><b>At the end of the proficient level, students should be able to:</b></p> <p><b>i.use a wide range of vocabulary</b></p> <p><b>ii.use a wide range of grammatical structures generally accurately</b></p> <p><b>iii.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices</b></p> <p><b>iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.</b></p>	
Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <p>i.uses a <b>limited range</b> of vocabulary</p> <p>ii.uses a <b>limited range</b> of grammatical structures with <b>many</b> errors which <b>often</b> hinder communication</p> <p>iii.organizes <b>some</b> information in a <b>recognizable</b> format using <b>some basic</b> cohesive devices</p> <p>iv.communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</p>
3–4	<p>The student:</p> <p>i.uses a <b>basic range</b> of vocabulary</p> <p>ii.uses a <b>basic range</b> of grammatical structures with <b>some</b> errors which <b>sometimes</b> hinder communication</p> <p>iii.organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices</p> <p>iv.communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</p>
5–6	<p>The student:</p> <p>i.uses a <b>range</b> of vocabulary</p>

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.

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

Last update: 22/03/2023

© International Baccalaureate Organization, 2005-2025



# Individuals and societies assessment criteria

## Criterion A: Knowing and understanding

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. uses <b>limited</b> relevant terminology</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li><li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li></ul>

## Criterion B: Investigating

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li><li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li><li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li><li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li><li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li><li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li><li>iv. evaluates <b>some</b> aspects of the process and results of the investigation.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li><li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li><li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li><li>iv. <b>evaluates</b> the process and results of the investigation.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. formulates a <b>clear</b> and <b>focused</b> research question, thoroughly <b>justifying</b> its relevance with appropriate evidence</li><li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li><li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li><li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li></ol>

## Criterion C: Communicating

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li><li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li><li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li><li>iii. <b>often</b> documents sources of information using a recognized convention.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li><li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li></ol>

## Criterion D: Thinking critically

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li><li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li><li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>nominal</b> value and limitations</li><li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>summarizes</b> information to make arguments</li><li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li><li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li><li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li><li>iv. <b>interprets</b> different perspectives and their implications.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li><li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li><li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li><li>iv. <b>thoroughly interprets a range</b> of different perspectives and their implications.</li></ol>

# Mathematics assessment criteria

## Criterion A: Knowing and understanding

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student is able to:</p> <ol style="list-style-type: none"> <li>i. select appropriate mathematics when solving <b>simple problems</b> in <b>familiar situations</b></li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts</li> </ol>
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"> <li>i. select appropriate mathematics when solving <b>more complex problems</b> in familiar situations</li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ol>
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"> <li>i. select appropriate mathematics when solving <b>challenging problems</b> in <b>familiar situations</b></li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ol>
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"> <li>i. select appropriate mathematics when solving <b>challenging problems</b> in both <b>familiar and unfamiliar situations</b></li> <li>ii. apply the selected mathematics successfully when solving these problems</li> <li>iii. generally solve these problems correctly in a variety of contexts.</li> </ol>

## Criterion B: Investigating patterns

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> 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>apply, with teacher support</b>, mathematical problem-solving techniques to discover <b>simple patterns</b></li><li>ii. <b>state predictions</b> consistent with patterns.</li><li>iii. (not demonstrated at this level).</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>apply</b> mathematical problem-solving techniques to discover <b>simple patterns</b></li><li>ii. <b>suggest general rules</b> consistent with <b>findings</b>.</li><li>iii. (not demonstrated at this level).</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li><li>ii. <b>describe patterns</b> as general rules consistent with <b>findings</b></li><li>iii. <b>verify</b> the validity of these general rules.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li><li>ii. <b>describe patterns</b> as general rules consistent with <b>correct findings</b></li><li>iii. <b>prove, or verify and justify</b>, these general rules.</li></ol>

## Criterion C: Communicating

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> 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. use <b>limited</b> mathematical language</li><li>ii. use <b>limited forms</b> of mathematical representation to present information</li><li>iii. (not demonstrated at this level)</li><li>iv. communicate through lines of reasoning that are <b>difficult to interpret</b></li><li>v. (not demonstrated at this level).</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. use <b>some appropriate</b> mathematical language</li><li>ii. use <b>appropriate forms</b> of mathematical representation to present information adequately</li><li>iii. (not demonstrated at this level)</li><li>iv. communicate through lines of reasoning that are <b>complete</b></li><li>v. <b>adequately organize</b> information using a logical structure.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>usually</b> use <b>appropriate</b> mathematical language</li><li>ii. <b>usually</b> use <b>appropriate forms</b> of mathematical representation to present information <b>correctly</b></li><li>iii. <b>usually</b> move between different forms of mathematical representation</li><li>iv. communicate through lines of reasoning that are <b>complete and coherent</b></li><li>v. <b>present</b> work that is <b>usually organized</b> using a logical structure.</li></ol>

7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>consistently</b> use <b>appropriate</b> mathematical language</li> <li>ii. use <b>appropriate forms</b> of mathematical representation to <b>consistently</b> present information <b>correctly</b></li> <li>iii. move <b>effectively</b> between different forms of mathematical representation</li> <li>iv. communicate through lines of reasoning that are <b>complete, coherent and concise</b></li> <li>v. <b>present</b> work that is <b>consistently organized</b> using a logical structure.</li> </ul>
-----	--



## Criterion D: Applying mathematics in real-life contexts

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<ol style="list-style-type: none"><li>i. identify <b>some</b> of the elements of the authentic real-life situation</li><li>ii. (not demonstrated at this level)</li><li>iii. apply mathematical strategies to <b>find a solution</b> to the authentic real-life situation, <b>with limited success</b></li><li>iv. (not demonstrated at this level)</li><li>v. (not demonstrated at this level)</li></ol>
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"><li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li><li>ii. select, <b>with some success, adequate</b> mathematical strategies to model the authentic real-life situation</li><li>iii. apply mathematical strategies to <b>reach a solution</b> to the authentic real-life situation</li><li>iv. (not demonstrated at this level)</li><li>v. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li></ol>
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"><li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li><li>ii. select <b>adequate</b> mathematical strategies to model the authentic real-life situation</li><li>iii. apply the selected mathematical strategies to <b>reach a valid solution</b> to the authentic real-life situation</li><li>iv. <b>explain</b> the degree of accuracy of the solution</li><li>v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.</li></ol>

7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select <b>appropriate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to <b>reach a correct solution</b> to the authentic real-life situation</li> <li>iv. <b>justify</b> the degree of accuracy of the solution</li> <li>v. <b>justify</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>
-----	---

# Sciences assessment criteria

## Criterion A: Knowing and understanding

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ul style="list-style-type: none"><li>i. <b>state</b> scientific knowledge</li><li>ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li><li>iii. <b>interpret</b> information to make <b>judgments</b>.</li></ul>
3–4	The student is able to: <ul style="list-style-type: none"><li>i. <b>outline</b> scientific knowledge</li><li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b></li><li>iii. <b>interpret</b> information to make <b>scientifically supported judgments</b>.</li></ul>
5–6	The student is able to: <ul style="list-style-type: none"><li>i. <b>describe</b> scientific knowledge</li><li>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></li><li>iii. <b>analyse</b> information to make <b>scientifically supported judgments</b>.</li></ul>
7–8	The student is able to: <ul style="list-style-type: none"><li>i. <b>explain</b> scientific knowledge</li><li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b></li><li>iii. <b>analyse</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b>.</li></ul>

## Criterion B: Inquiring and designing

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified 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</li> <li>ii. <b>outline</b> a testable hypothesis</li> <li>iii. <b>outline</b> the variables</li> <li>iv. <b>design</b> a method, <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> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate</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>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>describe</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using 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>complete and safe method</b> in which he or she selects <b>appropriate materials and equipment</b>.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>iii. <b>explain</b> how to manipulate the variables, and <b>explain</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. <b>design</b> a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li> </ol>

## Criterion C: Processing and evaluating

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified 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>interpret</b> data</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.</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>explain</b> results</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>
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>explain</b> results <b>using 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>

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul 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</b> data and <b>explain</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>evaluate</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>evaluate</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>explain</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

## Criterion D: Reflecting on the impacts of science

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the descriptors below.
1–2	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>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li><li>iv. document sources, with <b>limited success</b>.</li></ol>
3–4	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>sometimes apply</b> scientific language to communicate understanding</li><li>iv. <b>sometimes</b> document sources correctly.</li></ol>
5–6	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</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 clearly and precisely</li><li>iv. <b>usually</b> document sources correctly.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>explain</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss and evaluate</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> </ul>



# Arts assessment criteria: Competent

## Criterion A: Investigating

Maximum: 8

**At the end of years 4 & 5/Competent 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. critique an artwork or performance from the chosen movement(s) or genre(s)

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>limited</b> information that <b>is not always related</b> to the statement of inquiry</li> <li>ii. <b>outlines</b> features of an artwork or performance including <b>two elements, techniques or context</b>. (Possible Characteristics: Basic, Incomplete)</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>mostly relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. <b>describes</b> features of an artwork or performance including <b>two from elements, techniques or context</b>. (Possible Characteristics: Adequate, Acceptable)</li> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. <b>analyses</b> features of an artwork or performance <b>including two from elements, techniques or context</b>. (Possible Characteristics: Focused Detailed)</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>comprehensive, relevant</b> information that is <b>related</b> to the statement of inquiry</li> <li>ii. <b>critiques</b> features of an artwork or performance <b>including elements, techniques and context</b>. (Possible Characteristics: Thorough, Perceptive)</li> </ul>

## Criterion B: Developing skills

Maximum: 8

**At the end of years 4 & 5/Competent 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 <b>does not</b> reach a standard described by any of the descriptors
1–2	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>limited</b> practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>states</b> artistic choices.</li></ol> <p>(Possible characteristics: Basic, Undeveloped)</p>
3–4	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>sufficient</b> practical exploration of an idea or ideas</li><li>ii presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>describes</b> artistic choices.</li></ol> <p>(Possible characteristics: Adequate, Reasonable)</p>
5–6	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>substantial</b> practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>explains</b> artistic choices</li></ol> <p>(Possible characteristics: Focused, Thoughtful)</p>
7–8	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>extensive and varied</b> practical exploration of an idea or ideas</li><li>ii. presents a clear artistic intention <b>in line with the statement of inquiry</b> and <b>justifies</b> artistic choices.</li></ol> <p>(Possible characteristics: Imaginative, Sophisticated)</p>

## Criterion C: Creating/Performing

Maximum: 8

***At the end of years 4 & 5/Competent stage, students should be able to:***

i. create or perform an artwork.

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

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

0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>describes</b> some elements of their own artwork or performance</li><li>ii. <b>outlines</b> some aspects of their development as an artist.</li></ul> (Possible characteristics: Basic, Superficial)
3–4	The student: <ul style="list-style-type: none"><li>i. <b>analyses</b> their own artwork or performance</li><li>ii. <b>describes</b> their development as an artist.</li></ul> (Possible characteristics: Adequate, Reasonable)
5–6	The student: <ul style="list-style-type: none"><li>i. <b>evaluates</b> their own artwork or performance</li><li>ii. <b>analyses</b> their development as an artist.</li></ul> (Possible characteristics: Thoughtful, Balanced)
7–8	The student: <ul style="list-style-type: none"><li>i <b>thoroughly and perceptively</b> evaluates their own artwork or performance</li><li>ii. <b>discusses</b> their development as an artist.</li></ul> (Possible characteristics: Insightful, Comprehensive)

# Physical and health Education:

## Criterion A: Knowing and understanding

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ul>
3–4	<p>The student:</p> <ul 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>analyse</b> issues and 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> </ul>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <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> to communicate understanding.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues and to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> </ul> <p><b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</p>

## Criterion B: Planning for performance

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

Achievement level	Level descriptor
0	The student <b>does not</b> 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> goals to enhance performance</li><li>ii. <b>constructs</b> a plan to improve physical performance and health.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>outlines</b> goals to enhance performance</li><li>ii. <b>constructs</b> and <b>describes</b> a plan to improve physical performance and health.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>explains</b> goals to enhance performance</li><li>ii. <b>designs</b> and <b>explains</b> a plan to improve physical performance and health.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>develops</b> goals to enhance performance</li><li>ii. <b>designs, explains</b> and <b>justifies</b> a plan to improve physical performance and health.</li></ul>

## Criterion C: Applying and performing

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

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

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li><li>iii. <b>recalls</b> information to perform.</li></ul>
3–4	The student: <ul 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.</li></ul>
5–6	The student: <ul 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>analyses</b> and <b>applies</b> information to perform.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range of</b> skills and techniques effectively</li><li>ii. <b>demonstrates</b> and <b>applies a range of</b> strategies and movement concepts effectively</li><li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li></ul>

## Criterion D: Reflecting and improving performance

Maximum: 8

*At the end of years 4 & 5, students should be able to:*

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student <b>does not</b> 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> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>outlines</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>outlines</b> and <b>summarizes</b> performance.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>explains</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>describes</b> and <b>summarizes</b> performance.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>analyses</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>explains</b> and <b>evaluates</b> performance.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>analyses</b> and <b>evaluates</b> the effectiveness of a plan based on the outcome</li><li>iii. <b>analyses</b> and <b>evaluates</b> performance.</li></ul>



# 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: <ul style="list-style-type: none"><li>• attempts to analyse by <b>identifying</b> disciplinary knowledge</li><li>• attempts to evaluate by <b>stating</b> the strengths or limitations of interdisciplinary perspectives.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• partially analyses by <b>outlining</b> the disciplinary knowledge</li><li>• partially evaluates by <b>outlining</b> the strengths or limitations of interdisciplinary perspectives.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• analyses by <b>describing</b> disciplinary knowledge</li><li>• evaluates by <b>describing</b> the strengths and limitations of interdisciplinary perspectives.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• fully analyses by <b>explaining</b> disciplinary knowledge</li><li>• fully evaluates by <b>explaining</b> the strengths and limitations of interdisciplinary perspectives.</li></ul>

**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: <ul style="list-style-type: none"><li>• creates a product that <b>selects</b> disciplinary knowledge in an attempt to communicate some interdisciplinary understanding</li><li>• <b>states</b> how their product communicates interdisciplinary knowledge.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• creates a product that <b>applies</b> disciplinary knowledge to partially communicate interdisciplinary understanding</li><li>• <b>outlines</b> how their product communicates interdisciplinary knowledge.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• creates a product that <b>develops</b> disciplinary knowledge to communicate interdisciplinary understanding</li><li>• <b>describes</b> how their product communicates interdisciplinary knowledge.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• creates a product that <b>synthesizes</b> disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding</li><li>• <b>justifies</b> how their product communicates interdisciplinary knowledge.</li></ul>

**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: <ul style="list-style-type: none"><li>• <b>states</b> the development of their own interdisciplinary learning</li><li>• <b>states</b> how new interdisciplinary understanding enables action.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• <b>outlines</b> the development of their own interdisciplinary learning</li><li>• <b>outlines</b> how new interdisciplinary understanding enables action.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• <b>describes</b> the development of their own interdisciplinary learning</li><li>• <b>describes</b> how new interdisciplinary understanding enables action.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• <b>discusses</b> the development of their own interdisciplinary learning</li><li>• <b>discusses</b> how new interdisciplinary understanding enables action.</li></ul>

**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.



